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A matriculated graduate student enrolled in the graduate program and accepted as a candidate for a master's degree will be recommended for the degree after the following requirements have been satisfied:

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- Tuition and Fees

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- Bursar's Office

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Course Descriptions

**Numbering System** Each course in the curriculum is defined by an alphabetical prefix and a 3-digit number. The 3-digit number indicates the level of study: 500-, 600-, and 700-level courses are graduate courses.

**Alphabetical Prefixes** The following prefixes are used, preceding the 3-digit number, to designate the field of study. They are listed here alphabetically, with the field and department or program to which they pertain. Specific departments and programs appear alphabetically in the table of contents and the index.

**ACC 66000 - Managerial Economics for Accountants**

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

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

*Hours 3*

*Credits 3*

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

**ACC 77000 - Business Ethics, Communications, and Professional Accounting Research**

Methods and techniques of professional accounting research, ethical issues in accountancy and business, and business communications.
ACC 77100 - Advanced Financial Accounting Theory

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

ACC 77200 - Accounting Information Systems

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

ACC 77300 - Advanced Federal Income Taxation

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

ACC 77400 - Advanced Managerial Accounting

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

ACC 77500 - Advanced Auditing

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

ACC 77600 - Governmental Accounting

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

ACC 77700 - State and Local Taxation

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

ACC 78000 - Academic Accounting Research Methodology and Project

Methods and techniques for academic accounting research. A capstone research project will be completed.
ANTH 72200 - Research Design in Anthropology

Introduction to core principles of research design employed in anthropology, including training in the central methods used in each subfield.

Hours 3 hrs
Credits 3 cr.

ANTH 78500 - Independent Study

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

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

ANTH 78600 - Research in Anthropology

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

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course. Courses offered upon sufficient student demand.

ANTH 70600 - Master's Thesis Seminar

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

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

ANTH 75000 - Archaeology (Core Course)

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

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

ANTH 75100 - Seminar in Archaeology

Each of the following advanced seminars deals with a set of theoretical and methodological topics related to current developments in archaeology: Regional Analysis – a survey and discussion of approaches to the analysis of ancient settlement patterns. Faunal Analysis – an introduction to methods and theoretical problems involved in the use of animal bone evidence for prehistoric economies. Analytical Methods – an introduction to a range of methods of data management and analysis in archaeology; includes training in the use of computer software. Field Methods – an
introduction to the problems of practical field research design in archaeology and basic field techniques. Use of basic surveying equipment is covered, with extensive hands-on experience provided.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 75600 - Prehistoric Human Ecology**

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 75800 - Rise of Civilization**

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 75900 - Archaeology of Europe**

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 76000 - Archaeology of Africa**

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 76100 - Archaeology of Near East**

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*
ANTH 76200 - Archaeology of New World

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

Hours 3 hrs, including conferences,
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

ANTH 76300 - Archaeology of Mesoamerica

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

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

ANTH 79000 - Biological Anthropology (Core Course)

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

Hours 3 hrs, including conferences,
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

ANTH 79100 - Seminar in Biological Anthropology

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

ANTH 79200 - Human Ecology and Population Dynamics

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

Hours 3 hrs, including conferences
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

ANTH 79300 - Human Evolutionary Genetics

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

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.
ANTH 79900 - Human Fossil Record

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 70100 - Foundations of Anthropology

Surveys history and methods of anthropology, and provides an introduction to the social theories employed in anthropological research.

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 70200 - Seminar in Ethnology

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 70300 - History of Anthropological Theory

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 70700 - Kinship and Social Structure

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 70800 - Religion and Ideology

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*
ANTH 71200 - Hunters and Gatherers

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

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*

ANTH 71500 - Cultural Ecology

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

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*

ANTH 71600 - Medical Anthropology

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

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*

ANTH 71800 - Applied Anthropology

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

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*

ANTH 72000 - Political Anthropology

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

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*

ANTH 72100 - Anthropology of Art

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

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*
ANTH 72500 - Sex and Gender in Anthropological Perspective

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

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

ANTH 72600 - Ethnology of Africa

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

Hours 3 hrs, including conferences.
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

ANTH 72700 - Ethnology of Europe

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

Hours 3 hrs, including conferences.
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

ANTH 72800 - Ethnology of Near East

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

Hours 3 hrs, including conferences.
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

ANTH 72900 - Ethnology of Southeast Asia

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

Hours 3 hrs, including conferences.
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

ANTH 73000 - Ethnology of China and East Asia
The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 73100 - Ethnology of Caribbean**

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 73400 - Ethnology of South America**

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 73500 - Ethnology of North American Indians**

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 77000 - Linguistics (Core Course)**


*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 77100 - Seminar in Linguistics**
ANTH 77700 - Language and Culture

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

Hours 3 hrs, including conferences,
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

ANTH 77800 - Seminar in Sociolinguistics

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

Hours 3 hrs, including conferences,
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

ANTH 70400 - Field Research

Hours 3 hrs, including conferences,
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

ANTH 70500 - Quantitative Measures

Hours 3 hrs, including conferences,
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

ANTH 70900 - Folklore and Mythology

Hours 3 hrs, including conferences
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

ANTH 71000 - Psychological Anthropology

Hours 3 hrs including conferences
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

ANTH 71100 - Economic Anthropology
All students must consult with the graduate adviser before registering for any course.

**ANTH 77200 - Phonological Analysis and Theory**

Hours 3 hrs, including conferences.
Credits 3 cr.

**ANTH 77300 - Grammatical Analysis and Theory**

Hours 3 hrs, including conferences.
Credits 3 cr.

**ANTH 77500 - Linguistic Field Techniques and Methods**

Hours 3 hrs, including conferences.
Credits 3 cr.

**ANTH 77600 - Cognitive Anthropology**

Hours 3 hrs, including conferences.
Credits 3 cr.

**ANTH 79400 - Primate Ecology and Behavior**

Hours 3 hrs, including conferences.
Credits 3 cr.

**ANTH 79500 - Primate Paleontology**

Hours 3 hrs, including conferences.
Credits 3 cr.

**ARTH 60200 - Research Methods of Art History**

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

Hours 45 hrs,
Credits 3 cr
offered every semester

**ARTH 61900 - Greek Art**
Greek sculpture and painting from Geometric to Hellenistic period. Emphasis on masterpieces of Archaic, Classical, and Hellenistic eras.

*Hours 45 hrs,
Credits 3 cr*

**ARTH 62000 - Roman Art**

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

*Hours 45
Credits 3*

**ARTH 62100 - Modern Art I**

Origins and history of modern art in 19th century.

*Hours 45
Credits 3*

**ARTH 62200 - Modern Art II**

Modern art in 20th century.

*spring only*

**ARTH 62300 - Renaissance Art I**

Studies in art of 14th and 15th centuries.

*Hours 45
Credits 3*

**ARTH 62400 - Renaissance Art II**

Studies in art of 16th century.

**ARTH 62500 - Baroque Art**

Studies in art of 17th century.

**ARTH 63600 - Chinese and Japanese Art**

Studies in Chinese and Japanese painting.

**ARTH 63700 - Medieval Art I**

Studies in art of early Middle Ages.
ARTH 63800 - Medieval Art II

Studies in art of later Middle Ages.

spring only

ARTH 64100 - Islamic Art

Art and architecture of Islamic world from Spain to India.

ARTH 73400 - Theory and Criticism of Art

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

ARTH 74000 - Photography in the 19th Century

Studies in 19th Century photography.

Hours 45
Credits 3

ARTH 75000 - Photography in the Twentieth Century

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

ARTH 76100 - Special Topics Seminar in Exhibitions and Collecting

This course addresses the history of collecting as the foundation of institutions that foster the production, dissemination, and preservation of art. Dependent on the expertise of the instructor, this course varies among topics such as History of Museums, History of Biennials, History of Collecting, Taste, and Patronage, and Theoretical and Critical investigations of Collecting Practices.

Hours 3 hrs.
Credits 3 cr.

ARTH 76200 - Curatorial Practicum

A subject specific Exhibition seminar/practicum: the course would focus on an exhibition project, led by a faculty member and researched by students, culminating in an exhibition. It will acquaint students with all aspects, from creative to practical, in mounting an exhibition.

Hours 3 hrs.
Credits 3 cr.

ARTH 76300 - The Artist's Institute
The Artist's Institute offers students enrolled in the MA, MFA, and Advanced Certificate in Curatorial Studies experience, contacts, and visibility in the city and in the international art world. Each semester, an advanced seminar is organized around a topic, artist, or writer relevant to the contemporary art world. Students are led through a curriculum of reading, writing, and discussion that leads to organizing a coherent project, which can take the form of a publication, an exhibition, or a series of public programs.

*Hours 3 hrs.*  
*Credits 3 cr.*

**ARTH 76400 - Curatorial Methods**

Curatorial Methods offers students enrolled in the MA, MFA, and Advanced Certificate in Curatorial Studies a grounding in the history of art institutions and the collecting and display practices that have shaped them, as well as a comprehensive understanding of contemporary issues shaping debates around the conception and organizing of exhibitions and the forming and care of collections. Students are led through a curriculum of reading, writing, and discussion that leads to conceiving a coherent exhibition proposal and writing a paper based on extensive research in a topic chosen in consultation with the instructor.

*Hours 3 hrs.*  
*Credits 3 cr.*

**ARTH 78000 - Special Topics in Art**

Graduate seminars on specific topics established by individual faculty. Topics in recent years have included Greek Vase Painting, Medieval Art and Thing Theory, Love and Death in Italian Renaissance Art, Mapping Mexico City, Networks of Power in the Ottoman Empire, International Rococo, Manet, Contemporary African Art.

**ARTH 78007 - Modern Art III**

Studies in contemporary art.

**ARTH 75500 - Independent Study**

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

*Credits 3*

**ARTH 79900 - Thesis Research**

Independent research toward MA thesis under direction of faculty member. This course aims to introduce Art History MA students to the steps needed to plan and begin writing their thesis. Each student works with his/her primary advisor towards the development of a manageable and original thesis topic, which involves primary research and the preparation of an annotated bibliography pertaining to the subject, the development of an argument, and the writing of a 6-page prospectus and one chapter (20-pages-long), both doublespaced, 12-size font, with footnotes included. Limited to matriculated MA students in art who have completed 20 grad cr. Independent research toward MA thesis under direction of faculty member.

*prereq: Department Permission Required*  
*Hours 3 hrs.*  
*Credits 3 cr.*
ARTh 80000 - Thesis Writing

Over the course of this class, each student works individually with his/her primary adviser towards the completion of polished, submission-ready thesis chapters, which involves the deployment of primary and secondary research, the analysis of objects of visual and material culture, the crafting and polishing of convincing argumentation, and the editing and polishing of language at the sentence, paragraph, and thesis-level. The student will write during this course, breaking down the process into drafting, rewriting and restricting, and editing. Open to students who have completed ARTh 79900.

prereq: Department permission and completion of ARTh 79900 required
Hours 3 hrs
Credits 3 cr.

ARTCR 61400 - Studio Tutorial I

Studio Tutorials are one-on-one meetings with a faculty member that are used to define methods for the development of the individual student's art practice. Students are expected to expand their field of knowledge, and demonstrate self-awareness by creating and articulating a clear methodology for their area of study.

Hours 3 hrs
Credits 3 cr.

ARTCR 61500 - Studio Tutorial II

Studio Tutorials are one-on-one meetings with a faculty member that are used to define methods for the development of the individual student's art practice. Students are expected to expand their field of knowledge, and demonstrate self-awareness by creating and articulating a clear methodology for their area of study.

Hours 3 hrs
Credits 3 cr.

ARTCR 61600 - Studio Tutorial III

Studio Tutorials are one-on-one meetings with a faculty member that are used to define methods for the development of the individual student's art practice. Students are expected to expand their field of knowledge, and demonstrate self-awareness by creating and articulating a clear methodology for their area of study.

Hours 3 hrs
Credits 3 cr.

ARTCR 62200 - Advanced Sculpture II

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

Hours 45 hrs,
Credits 3 cr

ARTCR 62300 - Advanced Sculpture III
Individual tutorial with full-time faculty member. Development of creative expression in sculpture, including research projects in various media.

*Hours 45 hrs,*
*Credits 3 cr*

**ARTCR 62500 - Advanced Graphic Arts I**

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

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

**ARTCR 62600 - Advanced Graphic Arts II**

*Hours 45 hrs,*
*Credits 3 cr*

**ARTCR 62700 - Advanced Graphic Arts III**

*Hours 45 hrs,*
*Credits 3 cr*

**ARTCR 62900 - Combined Media**

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

*Hours 45 hrs,*
*Credits 3 cr*

**ARTCR 63100 - Advanced Photography I**

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

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

**ARTCR 63200 - Advanced Photography II**

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

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

**ARTCR 63300 - Advanced Photography III**

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

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

**ARTCR 63500 - Advanced Ceramics I**

Individual tutorial with full-time faculty member.

*Hours 45 hrs,
Credits 3 cr
MFA majors in clay and casting only*

**ARTCR 63700 - Advanced Ceramics III**

Individual tutorial with full-time faculty member.

*Hours 45 hrs,
Credits 3 cr
MFA majors in clay and casting only*

**ARTCR 66200 - Seminar I**

A graduate course requirement for the MFA. This class is open to any student who has been accepted into the MFA Studio Art. Students will be expected to present their work for the purpose of discussion and critique. The class will be taught by professors who will instruct students in the theory, criticism and practice of contemporary art. This is an advanced course, and will facilitate learning as student growth in areas of study including Painting, Sculpture, New Genres, Ceramics, Drawing or Printmaking. Museum/gallery visits, readings and written analysis of exhibitions may be assigned to help build an understanding of how skill and technique are implemented in the conceptual creation of their art.

*Hours 3.5 hrs
Credits 3 cr.*

**ARTCR 66300 - Seminar II**

A graduate course requirement for the MFA. This class is open to any student who has been accepted into the MFA Studio Art. Students will be expected to present their work for the purpose of discussion and critique. The class will be taught by professors who will instruct students in the theory, criticism and practice of contemporary art. This is an advanced course, and will facilitate learning as student growth in areas of study including Painting, Sculpture, New Genres, Ceramics, Drawing or Printmaking. Museum/gallery visits, readings and written analysis of exhibitions may be assigned to help build an understanding of how skill and technique are implemented in the conceptual creation of their art.
ARTCR 66400 - Seminar III

A graduate course requirement for the MFA. This class is open to any student who has been accepted into the MFA Studio Art. Students will be expected to present their work for the purpose of discussion and critique. The class will be taught by professors who will instruct students in the theory, criticism and practice of contemporary art. This is an advanced course, and will facilitate learning as student growth in areas of study including Painting, Sculpture, New Genres, Ceramics, Drawing or Printmaking. Museum/gallery visits, readings and written analysis of exhibitions may be assigned to help build an understanding of how skill and technique are implemented in the conceptual creation of their art.

Hours 3.5 hrs
Credits 3 cr.

ARTCR 64200 - Advanced Drawing III

A studio elective for MFA students.

Hours 4
Credits 3

ARTCR 75000 - Independent Study in Studio Art 1, 2

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

ARTCR 75100 - Special Topics in Studio Art

Special projects in art according to the specialty or area of research of the professor, and in timely response to current trends.

Hours 3.5 hrs
Credits 3 cr.

ARTCR 75156 - Apprenticeship

Teaching Assistantship with a Full-time Faculty Member

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

ARTCR 79100 - Thesis Exhibition

This class centers on the development and completion of artwork for the student's MFA thesis exhibition. Student works closely with their faculty thesis adviser, meeting regularly as research and work for the exhibition evolves. The faculty adviser helps the student envision and plan the logistics of where and how their work will be installed and
displayed in the gallery. The thesis work also serves as a launch into the professional art world and establishes the conceptual and art historical parameters necessary for an ongoing studio practice. Participation in the exhibition represents the successful culmination of the student's MFA studies.

**prereq:** Completion of 39 credits in the MFA Program  
**coreq:** ARTCR 79200  
**Hours** 3 hrs  
**Credits** 3 cr.

**ARTCR 79200 - Thesis Writing**

ARTCR79200 provides instruction to assist in the writing component of the MFA student's thesis presentation. It may be taken in advance of or simultaneously with the penultimate semester, the thesis exhibition semester. Students must have completed 24 credits (one half of the program) prior to taking ARTCR79200. The class will focus on student writing skills in general with the specific goal of instructing them in the skills and knowledge required to write a successful thesis statement. The thesis statement is an essential requirement in that professional work as an artist requires regular writing to explain work to the public, apply for professional opportunities, etc. The class will be taught by one instructor who may tap other faculty or outside experts to aid in instruction in specific topics. Instruction will relate self-defined student artwork with assigned writing projects.

**prereq or coreq:** Completion of 24 credits in the MFA Program  
**Hours** 3 hrs  
**Credits** 3 cr.

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

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

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

**AUD 70300 - Acoustics and Psychoacoustics**

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

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

**AUD 70500 - Speech-Language Sciences**

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

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

**AUD 70900 - Instrumentation in Audiology**
Measurement and calibration of the physical characteristics of acoustic, electric, and other non-acoustic stimuli; instrumentation, digital technology; bio-electrical hazards.

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

**AUD 71000 - Diagnostic Audiology**  
Study of audiological test procedures and interpretation in the assessment of peripheral and functional hearing impairment.  

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

**AUD 71200 - Speech-Language Pathology for Audiologists**  
Exploration of the effects of communication disorders and differences on audiological testing, treatment and counseling; screening and prevention of communication disorders across the life span. In accordance with the American Speech-Language-Hearing Association's certification standards, students will complete the hours of speech and language screenings in a variety of settings.  

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

**AUD 71600 - Physiological Acoustics**  
Detailed study of the pneumatic/mechanical/hydraulic/electrical interfaces involved in the transduction of acoustic energy through the auditory system. In-depth investigation of the external ear biophysics, the middle ear transfer function, cochlear hydrodynamics and hydromechanics, auditory biopotentials, cochlear non linearity, neural transduction and neural coding in the peripheral and central auditory systems.  

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

**AUD 71800 - Introduction to Research Methods**  
Exploration of issues and concepts in study design and analysis including types of research, controlling for confounding variables, measurement errors and their effects, statistical methods, and their applications to clinical populations.  

prereq: 30 hours lecture plus conference  
Credits 3 cr  

**AUD 72000 - Multicultural Issues for Audiologists**
Examination of multicultural influences on the prevalence of auditory, vestibular, and otologic disorders; dialectical considerations for suprathreshold speech-recognition assessment; multicultural influences on attitudes toward health care providers, health care, disability, and deaf; ramifications of cultural diversity for professional practice; using culturally sensitive measures and protocols for assessment and management.

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

AUD 73000 - Amplification I

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

prereq: Diagnostic Audiology, Physiological Acoustics, and 1 cr of Audiology Practicum  
Hours 30 hours lecture plus conference; 15 hours laboratory,  
Credits 4 cr

AUD 73300 - Communication Skills of Adults with Hearing Loss

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

prereq: Diagnostic Audiology and 1 cr of Audiology Practicum  
coreq: Amplification 1  
Hours 30 hours lecture plus conference,  
Credits 3 cr

AUD 73500 - Auditory Electrophysiology

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

prereq: Diagnostic Audiology and 1 cr of Audiology Practicum  
coreq: 2nd cr of Audiology Practicum  
Hours 15 hours lecture and conference; 15 hours laboratory,  
Credits 3 cr

AUD 73700 - Prevention and Identification of Hearing Loss

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

prereq: courses in Diagnostic Audiology and Auditory Evoked Responses  
coreq: course in Audiology Electrophysiology  
Hours 30 hours lecture plus conference,  
Credits 3 cr
AUD 74000 - Aural Habilitation

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

prereq: Auditory Evoked Responses; Speech-Language Pathology for Audiologists; and, 2 cr of Audiology Practicum
coreq: Audiology Electrophysiology
Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 74200 - Auditory Evoked Responses

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

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

AUD 74600 - Pediatric Audiology

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

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

AUD 74800 - Amplification II

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

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

AUD 75000 - Counseling

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

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

AUD 76000 - Medical Audiology
Medical and audiological aspects of hearing and balance disorders, including issues in genetics, otologic assessment and treatment, and use of imaging studies.

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

AUD 76300 - Vestibular and Tinnitus Evaluation and Management

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

prereq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology, Diagnostic Audiology, Auditory Evoked Responses, Audiology Electrophysiology  
Hours 30 hours lecture plus conference,  
Credits 3 cr

AUD 76500 - Audiologic Research Proposal

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

prereq: Introduction to Research Methods and completion of 45 Au.D. credits  
Hours 30 hours lecture plus conference,  
Credits 3 cr

AUD 76700 - Amplification III

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

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

AUD 77000 - Cochlear Implants and other Sensory Aids

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

prereq: courses in Anatomy & Physiology of the Audio-Vestibular System; Acoustics and Psychoacoustics; Speech-Language Sciences; Physiological Acoustics; Instrumentation in Audiology, Amplification I  
Hours 30 hours lecture plus conference,  
Credits 3 cr

AUD 77200 - Auditory Processing Disorders: Assessment and Treatment

Relevant neuroanatomy and physiology of auditory pathways: behavioral and physiological assessment techniques and management procedures for children and adults with auditory processing disorders.
prereq: Auditory Evoked Responses; Auditory Electrophysiology, Speech-Language Pathology for Audiologists, Pediatric Audiology, Audiologic Habilitation and 2 cr of Audiology Practicum

Hours 30 hours lecture plus conference,
Credits 3 cr

**AUD 77400 - Hearing and Aging**

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

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

Hours 30 hours lecture plus conference,
Credits 3 cr

**AUD 77600 - Seminar in Professional Practice - Business Practices**

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

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

Hours 30 hours lecture plus conference,
Credits 3 cr

**AUD 78000 - Audiologic Research**

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

prereq: Audiologic Research Proposal

Hours 15 hours,
Credits 1 cr

**AUD 79000 - Audiology Practicum**

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

Hours 15 hours laboratory,
Credits 1 cr

**AUD 79600 - Seminar in Audiology**

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

Hours 15 hours,
Credits 1 cr

**AUD 79800 - Independent Study**
Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

*Hours Conference,
*Credits 1-3 cr

**AUD 79900 - Audiology Residency**

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

*coreq: Audiology Residency Seminar.*
*Credits 1-3 cr
*prereq for the 1st semester of Audiology Residency: Completion of 6 credits of Audiology Practicum and 6 credits of Audiology Seminar*

**BIOCHEM U71010 - Advanced Biochemistry 1**

*prereq: a 1-semester course in biochemistry or equiv and physical chemistry*  
*Hours 3 hrs,
*Credits 3 cr
*Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.*

**BIOCHEM U71020 - Advanced Biochemistry 2**

*prereq: BIOCHEM 71010 or equivalent*  
*Hours 3 hrs,
*Credits 3 cr
*Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.*

**BIOCHEM U75000 - Bioorganic Chemistry**

*Hours 3 hrs,
*Credits 3 cr
*Fall only, offered at the Graduate Center*

**BIOCHEM U77000 - Physical Biochemistry**

*prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry*  
*Hours 3
*Spring only, offered at the Graduate Center*

**BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry**

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

*Hours 8
*Credits 4*
BIOCHEM 71201 - Advanced Laboratory Techniques for Research in Biochemistry

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

prereq: Department Permission Required  
Hours 1 hr  
Credits 1 cr.

BIOCHEM 71202 - Advanced Laboratory Techniques for Research in Biochemistry

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

prereq: Department Permission Required  
Hours 2 hrs  
Credits 2 cr.

BIOCHEM 71203 - Advanced Laboratory Techniques for Research in Biochemistry

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

prereq: Department Permission Required  
Hours 3 hrs  
Credits 3 cr.

BIOCHEM 71204 - Advanced Laboratory Techniques for Research in Biochemistry

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

prereq: Department Permission Required  
Hours 4 hrs  
Credits 4 cr.

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1  
Credits 1  
offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1  
Credits 1  
offered Fall and Spring
BIOCHEM 71553 - Seminar in Biochemistry

Hours 1
Credits 1
offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1
Credits 1
offered Fall and Spring

BIOCHEM 79901 - Thesis Research

Credits (Master's) 1

BIOCHEM 79902 - Thesis Research

Credits (Master's) 2

BIOCHEM 79903 - Thesis Research

Credits (Master's) 3
offered Fall, Spring, and Summer
Open only to students writing a thesis as part of the requirements

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry
Hours 3 hrs.
Credits 3 cr.
fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

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

prereq: CHEM 64000
Hours 3 hrs.
Credits 3 cr
Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020

CHEM 64900 - Instrumental Analysis

A laboratory-based introduction to electronic instrumentation-based analytical techniques for chemistry and biochemistry, which focuses on theoretical foundations and practical applications. The course discusses instrumental analysis applications in pharmaceutical research and production, materials, food science, forensics, energy, and medical laboratories, as well as basic research in chemistry, physics and biology. The course will be taught in a mixed format including lectures and laboratory projects, student-led discussions, and a final writing/oral presentation project,
with a primary emphasis on laboratory experience.

*prereq: departmental permission*
*Hours 8 hrs (2 hour lecture, 6 hour lab)*
*Credits 5 cr.*

**CHEM 66800 - Structural Biology**

This course introduces to students the applications of molecular spectroscopy and other emerging techniques used to study the structure, the molecular interactions of, and the self-assembly of biomolecules. The course will be taught in a mixed format including lectures, computer laboratory projects, student-led discussions on journal papers, and a final writing/oral presentation project. Not open to students who have taken CHEM 369800

*prereq: instructor permission*
*Hours 3 hrs*
*Credits 3 cr.*

**CHEM 67000 - Introduction to Nanotechnology**

This course introduces students to the underlying principles and applications of the emerging fields of nanotechnology and nanoscience. Intended for a multidisciplinary audience with a variety of backgrounds, the course introduces tools and principles relevant at the nano scale. The course discusses current and future nanotechnology applications in engineering, materials, physics, chemistry, biology, electronics, and energy. Not open to students who have taken CHEM 36000

*prereq: instructor permission*
*Hours 3 hrs*
*Credits 3 cr.*

**BIOL 71013 - Molecular Biology Lecture**

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

*prereq: 1 yr of organic chemistry*
*Hours 75 hrs,*
*Credits 5 cr*
*fall only*

**BIOL 71014 - Molecular Biology Laboratory**

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

*coreq: BIOL 71013 or comparable course in biochemistry*
*Hours 105 hrs lab and conf,*
*Credits 4 cr*
*Fall only*
**BIOL 71401 - Cell Biology**

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

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

**BIOL 77008 - Laboratory in Cell Structure -- Biological Electron Microscopy**

The students will learn basic concepts of transmission electron microscope, principles of biological sample preparation for transmission electron microscopy, various electron microscopy applications, to be familiar with the morphology of different organelles inside the mammalian cell, and understand the functions of each organelle.

*prereq: Permission of instructor  
Hours 7 hrs (1 lecture + 6 lab)  
Credits 4 cr.*

**BIOL 79049 - Computational Molecular Biology**

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

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

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

**BIOL 70005 - Genetics**

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

*prereq: undergraduate genetics and molecular biology (or biochemistry)  
Hours 60 lec,  
Credits 4 cr  
Fall only*

**BIOL 75003 - Developmental Biology**
Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

**prereq or coreq:** BIOL 71013 and BIOL 71401
*Hours 60 lec,*
*Credits 4 cr*
*Spring only*

**BIOL 79070 - Neuroscience II**

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

*spring only*

**BIOL 79051 - Neuroscience I**

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

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

**BIOL 61000 - Workshop in Biotechnology**

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

**prereq:** BIOL 71000 or permission of instructor
*Hours 30 hrs/wk for 4 wks,*
*Credits 4 cr*

**BIOL 62000 - Internship**

Students who successfully complete BIOL 61000 are eligible for a 3-month internship as an opportunity to acquire research experience and additional skills in industrial/private laboratory settings. A paper on the internship is required.

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

**BIOL 79073 - Seminar Topics in Biotechnology**

Seminar course entitled "From the Bench to the Clinic," which includes the molecular basis for diseases such as specific cancers and neurodegenerative disorders and current trends in their treatment.

*Hours 45*
*Credits 3*

**BIOL 79051 - Seminar**
Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.

prereq: BIOL 70005 and BIOL 71013
Fall and Spring

BIOL 79099 - Seminar

Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.

prereq: BIOL 70005 and BIOL 71014

BIOL 79202 - Tutorial

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

BIOL 79204 - Tutorial

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

BIOL 77100 - Special Topics in Experimental Biology

This course was designed to further the understanding of a broad range of topics in biology. This is an interactive lecture course where students are initially taught the tools of experimental biology. Students are then taught how to use those tools to study any subject matter (e.g., cancer, neurobiology, molecular biology). Students are then taught how to use those tools. Students are required to design experiments during discussion periods and critically assess the negative and positive outcomes of an experimental design. Master's-degree students seeking to pursue further graduate studies will greatly benefit and are highly encouraged to enroll. This course will also be complementary to pre-candidacy doctoral students that wish to design experiments towards their doctoral theses. In this regard, our course will help students pass the level I exam given to students at the end of a BA/MA or MA degree.

prereq: Department permission
Hours 3 hrs,
Credits 3 cr.
Accepted for credit towards a Master's in Biology.

BIOL 79910 - Thesis Research-MA

prereq: permission of graduate adviser
Hours 15, 30, or 45 hrs,
Credits 1, 2, or 3 cr, respectively

BIOL 79920 - Thesis Research-MA
prereq: perm grad adviser
Hours 15, 30, or 45 hrs,
Credits 1, 2, or 3 cr, respectively

BIOL 79930 - Thesis Research-MA

prereq: permission of graduate adviser
Hours 15, 30, or 45 hrs,
Credits 1, 2, or 3 cr, respectively

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser
Hours each 15 to 150 hrs,
Credits 1 to 10 cr
(Course listed in the schedule of classes at the CUNY Graduate Center)

BIOL 790xx - Special Topics Courses

Seminar in Immunology, Cancer Research, Signal Transduction, Bioinformatics, Neurobiology, etc.
Credits 3

BIOL 60000 - Molecular Biology for Science Teachers

Molecular aspects of cellular function; properties of biomolecules, their biosynthesis and breakdown; structure and function of proteins and enzymes, metabolites, membranes, and nucleic acids; cellular mechanisms of energy transduction; integration and control of cell metabolism.

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

BIOL 60210 - Molecular Genetics for Science Teachers

A comparison of viral, procaryotic, and eucaryotic systems; review of classical Mendelian principles and mechanisms; bacterial DNA replication, transcription, and their control; mechanisms of gene mutation, repair, recombination, and transposition; applications of recombinant DNA technology; organization of nucleic acid into chromosomes; control of gene expression in procaryotes, in the eucaryotic cell cycle, and in cell development.

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

BIOL 60400 - Biology Education 1

This course is designed to provide instructors of high school biology with graduate-level biological content knowledge and a sound pedagogical approach to teaching. The goal of this course is to train secondary science educators to
understand basic principles in the life sciences and prepare them to teach the Living Environment for middle-school and high-school students. This course curriculum focuses on basic cellular and molecular concepts in biology.

**prereq or coreq:** BA degree in Biology/Biology Education, or permission of instructor  
**Hours** 3 hrs  
**Credits** 3 cr.

**BIOL 60500 - Biology Education 2**

This course is designed to dive deep into selected topics in ecology and evolution in a pedagogical content knowledge framework. Using a blend of online and in-person activities, the course guides participants through a series of content area exercises that can be translated to the middle-school or high-school classroom. The vision for the class is to provide in-depth instruction on ecology and evolution while developing best practices for instruction.

**prereq or coreq:** BA degree in Biology/Biology Education, or permission of instructor  
**Hours** 3 hrs  
**Credits** 3 cr.

**BIOL 61055 - Laboratory Workshop in Biology Education**

A series of laboratory-intensive experimental projects, each lasting one week or more, which introduce current research techniques and include individual participation in planning, preparation, and analysis of experiments. The focus is on broad biotechnology topics such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics, and how these topics may be applied to the high school science classroom.

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

**BIOL 63000 - Science and Society**

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

**prereq:** BIOL 61055 or permission of instructor

**BIOL 64000 - Biodiversity and Evolution**

This course is designed to prepare secondary science educators to examine essential questions in the life sciences and prepare them to teach the Living Environment regents course for ninth grade high school students and eighth grade middle school students, through the use of resources at the American Museum of Natural History.

**prereq:** BA degree in Biology/Biology Education, or permission of instructor  
**Hours** 2 hrs  
**Credits** 2 cr.  
**Offered summer at the American Museum of Natural History**
BIOL 66000 - Challenging Concepts in the Biological Sciences

Overview of research and theory related to misconceptions in biology. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.

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

BIOL 65000 - Cell and Tissue Culture

BIOL 72202 - Endocrinology

BIOL 77006 - Laboratory in Cell Structure

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

Hours 7 (2 lecture, 5 lab)
Credits 4.5

BIOL 77101 - Analysis of Mammalian Cells in Tissue Culture

CHEM U79000 - Basic Laboratory Techniques for Research in Biochemistry

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

Credits 4 cr

CHEM U79500 - First Level Doctoral Laboratory Research

Hours to be arranged, credits variable.

CHEM U81010 - Research for the Doctoral Dissertation

Credits credits variable, one or more credits per semester
Offered at The Graduate Center

CHEM U81040 - Research for the Doctoral Dissertation

Credits credits variable, one or more credits per semester
Offered at The Graduate Center

CHEM 64000 - Biochemistry 1

Credits lec., 3 cr

CHEM 64100 - Biochemistry 2

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

prereq: CHEM 64000
Credits lec., 3 cr

CHEM 64300A - Seminar

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

Credits 1 cr

CHEM 64300B - Seminar

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

Credits 1 cr

CHEM 64900 - Instrumental Analysis

CHEM 64900 is a laboratory-based introduction to electronic instrumentation-based analytical techniques for chemistry and biochemistry, which focuses on theoretical foundations and practical applications. The course discusses instrumental analysis applications in pharmaceutical research and production, materials, food science, forensics, energy, and medical laboratories, as well as basic research in chemistry, physics and biology. The course will be taught in a mixed format including lectures and laboratory projects, student-led discussions, and a final writing/oral presentation project, with a primary emphasis on laboratory experience.

prereq: Department Permission
Hours 8 hrs (2 hour lecture, 6 hour lab)
Credits 5 cr.

CHEM 65000 - Biophysical Chemistry

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

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent
Hours 4 hrs.
Credits 4 cr
Fall

CHEM 65500 - Demonstrations, Models, and Technology
Demonstrations, models, and technology.

Credits 3 cr

**CHEM 66000 - Challenging Concepts in Chemistry**

Overview of research and theory related to misconceptions in chemistry. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.

*Hours 4 hrs,
Credits 4 cr*

**CHEM 66800 - Structural Biology**

This course introduces students the applications of molecular spectroscopy and other emerging techniques used to study the structure, the molecular interactions of, and the self-assembly of biomolecules. The course will be taught in a mixed format including lectures, computer laboratory projects, student-led discussions on journal papers, and a final writing/oral presentation project. Not open to students who have taken CHEM 369800

*prereq: Instructor Permission

*Hours 3 hrs,
Credits 3 cr.*

**CHEM 67000 - Introduction to Nanotechnology**

This course introduces students to the underlying principles and applications of the emerging fields of nanotechnology and nanoscience. Intended for a multidisciplinary audience with a variety of backgrounds, the course introduces tools and principles relevant at the nano scale. The course discusses current and future nanotechnology applications in engineering, materials, physics, chemistry, biology, electronics, and energy. Not open to students who have taken CHEM 36000

*prereq: Instructor Permission

*Hours 3 hrs,
Credits 3 cr.*

**CHEM 69200 - Introduction to Radiochemistry**

Introduction to Radiochemistry is a lecture course with a laboratory component. The course will provide an introduction to the fundamental principles of radiochemistry, radioactive counting instrumentation, radioisotope production and applications of radiochemistry.

*prereq: Departmental permission

*Hours 5 hrs (2 lecture, 3 lab)
Credits 3 cr.*

**CHEM 69803 - Chemical Genomics**
The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three-dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course, students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then, they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

*Hours 3
Credits 3*

**CHEM 71000 - Advanced Inorganic Chemistry**

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

*prereq: an advanced undergraduate inorganic chemistry course or CHEM 76000
Hours 3 hrs.
Credits 3 cr.*

**CHEM 75000 - Advanced Organic Chemistry I**

Fundamentals of organic chemical principles, reactions and structures.

*Hours 45 hrs,
Credits 3 cr*

**CHEM 75100 - Advanced Organic Chemistry II**

A continuation of CHEM 75000

*Hours 45 hrs,
Credits 3 cr*

**CHEM 75200 - Quantum Organic Chemistry**

The application of modern theoretical techniques to organic chemical problems

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

**CHEM 76000 - Introductory Quantum Chemistry**

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

*Hours 45 hrs,
Credits 3 cr*
CHEM 76100 - Spectroscopy

A continuation of CHEM 76000

Hours 45 hrs,  
Credits 3 cr

CHEM 77000 - Chemical Thermodynamics

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

Hours 45 hrs,  
Credits 3 cr

CHEM 79900 - Thesis Research

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

Credits 3 cr  
permission of department required

CHIN 70100 - Chinese Phonology and Romanization

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

Hours 3  
Credits 3

CHIN 70200 - Modern Chinese Pedagogical Grammar

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

Hours 3  
Credits 3

CHIN 70300 - Chinese Orthography and Lexicology

This course will give an overview of the development of Chinese orthography and Chinese lexicology. Differences between the spoken and written styles will be discussed. The relationship of formation methods of the Chinese lexicon to syntactic functions and the process of character-based meaning derivation will be emphasized.
CHIN 70500 - Topics in Advanced Conversation

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

CHIN 70600 - Topics in Advanced Writing

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

CHIN 70700 - Topics in Advanced Reading

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

CHIN 70800 - Topics in Chinese Culture and Society

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

CHIN 70900 - Independent Study

Students will carry out an independent project approved by their faculty advisor and chairperson and supervised by a staff member.
CLA 70100 - The Legacy of Ancient Greece

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

Hours 45 hrs, including conferences,
Credits 3 cr
See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

CLA 70200 - The Legacy of Ancient Rome

A survey of the culture and civilization of Rome from the founding of the city to the reign of Marcus Aurelius.

Hours 45 hrs, including conferences,
Credits 3 cr
See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

CLA 70600 - Supervised Reading

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

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

CLA 70700 - A Survey of Classical Literature in Translation

COMSC 60400 - Introduction to Language Science

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

Hours 45
Credits 3

COMSC 60700 - Phonetics of American English


Hours 45
Credits 3

COMSC 61500 - Speech and Its Production

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

Hours 45  
Credits 3

**COMSC 62000 - Introduction to Speech-Language Pathology**

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

Hours 45  
Credits 3

**COMSC 64000 - Introduction to Audiology**

Etiology and pathology of hearing disorders, basic properties of the auditory stimulus: measurement of pure tone thresholds by air and bone conduction. Overview of the audiologist in diagnosis and management of hearing disorders.

Hours 45  
Credits 3

**COMSC 70000 - Introduction to Research Methods**

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

prereq: none  
Hours 45  
Credits 3

**COMSC 70200 - Multicultural Issues in Counseling and Communication**

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

prereq: COMSC 72000  
Hours 45  
Credits 3

**COMSC 70300 - Professional Practice in Educational Settings**

The multifaceted role of the speech language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a)
a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

**prereq:** COMSC 72000  
**Hours** 45  
**Credits** 3

**COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics**

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

**prereq:** COMSC 70800  
**Hours** 45  
**Credits** 3

**COMSC 70600 - Summative Project I**

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

**prereq or coreq:** none  
**Hours** 30  
**Credits** 2

**COMSC 70700 - Summative Project II**

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

**prereq or coreq:** none  
**Hours** 30  
**Credits** 2

**COMSC 71100 - Models of Language**

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

**prereq:** none  
**Hours** 45  
**Credits** 3
COMSC 71200 - Neural Processes of Communication

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

prereq: none
Hours 45
Credits 3

COMSC 71500 - Communication Processes Related to Aging

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

prereq: COMSC 70800, 75300
Hours 45
Credits 3

COMSC 71600 - Phonological Development and Disorders

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

prereq: COMSC 72000
Hours 45
Credits 3

COMSC 71700 - Language Disorders in Children

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

prereq: COMSC 71100
Hours 45
Credits 3

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

The impact of language disorders in school-age children and adolescents on their acquisition of academic skills required for the development of literacy skills and written language (reading, spelling and writing); cognitive and social aspects of communication; formal and informal assessment; collaborative management strategies; cultural diversity issues.
prereq: COMSC 71100
Hours 45
Credits 3

COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

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

Hours 60
Credits 4

COMSC 72000 - Clinical Methods in Speech-Language Pathology

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

coreq: COMSC 70000, 70800, 71100, 71200
Hours 45
Credits 3

COMSC 72200 - Fluency Disorders

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

prereq: COMSC 70800, 71200
Hours 30
Credits 2

COMSC 72300 - Studies in Bilingualism

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

Hours 45
Credits 3
COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders

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

 prereq: none  
 Hours 60  
 Credits 4

COMSC 72500 - Developmental Motor Speech and Swallowing Disorders

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

 prereq: COMSC 70800, 71200  
 Hours 45 hrs,  
 Credits 3 cr

COMSC 72600 - Adult Neurogenic Communication Disorders

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

 prereq: COMSC 71200  
 Hours 45 hrs,  
 Credits 3 cr

COMSC 72700 - Voice Disorders

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

 prereq: COMSC 70800, 71200  
 Hours 30  
 Credits 2

COMSC 72800 - Clinical Practicum in Speech-Language Pathology

First-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.
prereq: COMSC 72000, 73300
Credits 1 cr

COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1

Second-year fall semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

prereq: COMSC 73300
coreq: COMSC 73600
Credits 1 cr

COMSC 72904 - Clinical Practicum in Speech-Language Pathology 1

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

prereq: COMSC 73300
coreq: COMSC 73600
Credits 1

COMSC 73000 - Cleft Palate and Craniofacial Disorders of Speech

Broad spectrum of velopharyngeal incompetence, including embryogenesis, classification of clefts, aspects of cleft palate speech, associated disorders, modes of formal and informal assessment and intervention strategies within the home, school, hospital and work environments; current surgical and prosthetic management of cleft lip, palate and related craniofacial disorders; impact on learning and literacy acquisition.

prereq: COMSC 70800, 71200
Hours 45 hrs,
Credits 3 cr

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

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

prereq: COMSC 70800, 71200
Hours 45 hrs,
Credits 3 cr

COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment
This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.

*prereq: COMSC 72000*

*Hours 30*

*Credits 2*

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

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

*Hours 3 hrs*

*Credits 3 cr.*

**COMSC 73600 - Clinical Seminar in Speech-Language Pathology 1**

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

*prereq: COMSC 73300*

*Hours 30 hrs, 3 cr.*

**COMSC 73700 - Clinical Methods in Speech Language Pathology: Developmental Disabilities and AAC**

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Developmental Disabilities (DD) (intellectual disability, autism spectrum disorders, cerebral palsy, and others) & Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of assessment, diagnostic intervention planning & implementation, data- collection & interpretation, and follow-up assessment for monitoring progress across the lifespan in individuals with developmental disabilities. Presentation of no-tech (unaided communication), low-tech, mid-tech and high-tech AAC supports will be made available.

*Hours 4 hrs*

*Credits 4 cr.*

**COMSC 73800 - Communication and Developmental Disabilities**

This course surveys the communication status of individuals with developmental disabilities (i.e., intellectual disability, autism spectrum disorder, and cerebral palsy) with a focus on evidence-based assessment and intervention practices across the life span.
prereq: none
Credits 3

COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2

Second-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

prereq: COMSC 72900
coreq: COMSC 73700
Credits 1 cr

COMSC 73904 - Clinical Practicum in Speech-Language Pathology 2

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

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

COMSC 75200 - Audiology for Speech-Language Pathologists

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

prereq: none
Hours 45
Credits 3

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

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

prereq: COMSC 73300
Credits 1 cr

COMSC 77200 - Summer Clinical Practicum in Speech-Language Pathology 2
Second year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, adolescence, as well as with adults.

*prereq: COMSC 77100
Credits 1 cr*

**COMSC 78100 - Independent Study**

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

*prereq: completion of 24 cr. minimum
Hours Hours to be arranged
Credits 2 cr*

**COMSC 78200 - Independent Study**

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

*prereq: completion of 24 cr. minimum
Hours Hours to be arranged
Credits 2 cr*

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

*Hours 45 hrs,
Credits 3 cr*

**COMSC 79600 - Special Problems**

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

*Hours 45 hrs,
Credits 3 cr*

**COMSC 79900 - Thesis Seminar**

Individual research under supervision.

*Hours Hours to be arranged
Credits 3 cr*

**COMHE 75000 - Community Health Assessment**

This course prepares students to collect and analyze data on community health from a variety of sources, to identify problems and assets, and to develop objectives for community health interventions.

*prereq: PH 75500*
COMHE 75100 - Community Health Interventions

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

prereq: PH 75500, COMHE 75000
Credits 3

COMHE 75200 - Community Organizing and Development for Health

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

prereq: PH 75500, COMHE 75000, COMHE 75100
Credits 3

COMHE 75300 - Health Program Planning and Funding

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

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.
Credits 3 cr

COMHE 75400 - Research and Evaluation for Community Health

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

prereq: 15 cr in program incl PH 75000 or PH 75100, PH 75500, COMHE 75000, COMHE 75100, COMHE 75200
Credits 3 cr

COMHE 77000 - Topics in Community Health Education

Courses on current topics in community health education.

offered periodically

COMHE 77025 - Maternal and Child Health

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

Credits 3

CSCI 70100 - Theory of Operating Systems
Resources, concurrent processes, processor scheduling, probability models of sequencing, memory management, performance analysis models.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 70300 - Data Structures in a high level language

This course will provide aspiring and practicing teachers with a deeper knowledge of computer science. Students will study data representation in computer systems and data abstraction techniques. Topics covered include static and dynamic storage methods, lists, stacks, queues, trees, recursion and analysis of algorithms and their applications relevant in a classroom setting.

prereq: CSCI 70900
Hours 3
Credits 3

CSCI 70500 - Algorithms

Complexity and applicability of file and data manipulation techniques including searching, sorting, supporting internal and external data structures, sequential and random access methods, basic big data techniques and other topics.

prereq: departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 70700 - Modern Topics and Concepts in Computer Science

This course will provide aspiring and practicing teachers with base knowledge in a number of the most important disciplines in computer science. Students will study and create working systems using a variety of tools, techniques, and technologies. Sample topics include functional programming, data mining, computer graphics, and artificial intelligence.

prereq: CSCI 70300
Hours 3
Credits 3

CSCI 70900 - Programming in high level language

Programming in a high level language introduces students to computer programming and goes well beyond an introductory class. The course will provide an overview of a language such as Java language and dive into important programming concepts including object-oriented programming, inheritance, exception handling, debugging techniques and more.

Hours 3 hrs.
Credits 3 cr.

CSCI 71000 - Contemporary Data Base Technology
Current techniques in technology; case studies of pioneering applications; next-generation breakthrough analysis; current research efforts.

CSCI 71100 - Cloud Database Security and Integrity

Privacy requirements, computer system security; policy formation, authorization, data integrity, audit control; other topics.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 72200 - Formal Methods in Programming Languages

Data and control abstractions; backtracking and nondeterminism; the effects of formal methods for program description; proving correctness.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 72400 - Computational Theory

Turing machine model for computation: multiple tapes, multiple heads and nondeterminism, space-bounded and time-bounded TMs; completeness theorems.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 73000 - Computer Systems

Terminology, function units, buses, DMA, interrupts, priorities, memory systems, I/O systems, parallel processing and networking.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 74000 - Computer Modeling and Simulation

Examination of major models of data systems; Petri nets, data flow diagrams, queuing theory, other topics.

prereq: Departmental permission

prereq: Departmental permission
CSCI 75000 - Combinatorial Computing

Computer representation of combinatorial objects; back-tracking; generating and enumerating combinatorial objects; other topics

prereq: Departmental permission

CSCI 75100 - Cryptography

Problems and possibilities of encryption and decoding; traditional and contemporary methods of encryption and time/memory trade-off.

prereq: Departmental permission

CSCI 75200 - Graph Theory I

Permutations and combinations, generating functions, advanced counting numbers, cycles, parity, conjugacy classes, graphs, other topics.

prereq: Departmental permission

CSCI 75300 - Graph Theory II

Depth-first search, ordered trees, codes, optimization problem, sort-by-merge; applications of network flow techniques; other topics.

prereq: Departmental permission

CSCI 76000 - Computational Linguistics

Formal grammars, transformational models, augmented transition networks, design of parsers, parsing techniques, Determinism Hypothesis, other topics.

prereq: Departmental Permission
CSCI 76100 - Artificial Intelligence

Levels and types of knowledge, uses and induction of knowledge, logic, machine learning, scope and specificity choice of primitives, other topics.

prereq: departmental permission

CSCI 77100 - Software Engineering

Current techniques in technology, pioneering applications; analysis of next-generation breakthroughs and current research efforts.

prereq: Departmental permission.

CSCI 77300 - Data Communication and Networks

Analysis of breakthroughs in the areas of telecommunications and networking; current research; case studies of pioneering applications.

prereq: CSCI 70100

CSCI 77800 - Ethics and Computer Science

Ethical concerns are frequently ignored in technical fields but as a society we are discovering their immense importance. Algorithms can have unintended affects due to hidden bias, security and privacy can be affected negatively when decisions are made for technical merit or user convenience, and social networks have resulted in issues ranging from fake news to echo chambers and more. In this course, we will explore ethical issues in computer science through a combination of programming assignments, case studies and discussions of current events.

prereq or coreq: CSCI 70300

CSCI 79300 - Independent Study in Computer Science

Independent Study under the direction of a faculty member. The course may be taken only once.

prereq: Permission of faculty sponsor and graduate adviser
CSCI 79500 - Advanced Topics in Computer Science

Topics will vary, dealing primarily with state-of-the-art material in computer science. May be repeated for a maximum of 6 cr.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 79900 - Thesis Research in Computer Science

Thesis research. The course is open only to students selecting the thesis option. May be repeated for a maximum of 6 cr.

prereq: Permission of grad adviser
Hours 3 hrs
Credits 3 cr.

DAN 70100 - Graduate Dance Technique

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography. May be taken more than once for credit; required 3 times for MA, 2 times for BA/MA, 4 times for the MFA.

prereq: Admission to graduate dance program
Hours 3 hrs.
Credits 2 cr.

DAN 70500 - Maintenance of the Dancer's Instrument

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

prereq or coreq: DAN 35000 or equivalent course and/or related professional background
Hours 3
Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.
prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3
Credits 3

This course is repeatable once for credit.

**DAN 73300 - Process and Projects**

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

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

Hours 3
Credits 3

**DAN 73500 - Performance and Presentation**

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

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

Hours 3
Credits 1

This course is repeatable once for credit.

**DAN 73700 - MFA Thesis Project**

The development, supported by regular faculty mentorship, of at least 30 minutes of original choreography. The work will be presented in a formal venue at Hunter College or another suitable performance space. A reflective paper synthesizing process, product and context will culminate the project. Must be taken twice.

prereq: DAN 73000, DAN 73300, DAN 73500, DAN 74400, DAN 74000, DAN 74200, DAN 70100

Hours 3 hrs.
Credits 4 cr.

**DAN 74000 - Aesthetics**

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

prereq: Admission to one of the graduate dance programs

Hours 3
Credits 3

**DAN 74200 - Graduate Dance History**
This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

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

Hours 3  
Credits 3

DAN 74400 - Modes of Inquiry

This course introduces various research approaches and methods. Research design - including statements of purpose, review of related literature, articulation of methods, and definition of terms – the place of action research in creative exploration (including teaching practice), arts-based research, and the role of theory in research are addressed through readings, discussion, practical experience, and written exercises and papers.

prereq: Admission to MFA Dance program

Hours 3  
Credits 3

DAN 74600 - Special Topics in Dance

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

prereq: Admission to one of the graduate dance programs

Hours 3  
Credits 3

Can be repeated for credit with different content areas

DAN 75000 - Topics in Teaching for College/University

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

prereq: DANED 76000

Hours 3  
Credits 3

DAN 76000 (01, 02, 03) - Independent Study in Dance
In-depth study in an area of special interest for qualified graduate students under the direction of a faculty advisor. Prior to registering for the course, the student must have secured an advisor in the Dance department, submitted a proposal for the independent study, and obtained approval from the chair of the Dance department. May be taken with permission of the department up to five times for a total of up to 15 credits.

prereq: Department permission required
Hours 1-3
Credits 1-3

ECO 727 - Data Analytics and Research Methods

A course in data analytics and empirical research methods including the writing of empirical research in economics. It is designed to teach modern computer-based data analytics skills and to develop skills in communicating economic research in writing. The course is project-based, with grades based on written submissions supporting a larger project.

prereq: ECO 70000, ECO 70100 and ECO 72100
Hours 3 hrs
Credits 3 cr.

ECO 70100 - Microeconomic Theory

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

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 70300 - Macroeconomic Theory

Determinants of national income, output, employment and price levels, including microeconomic foundations of aggregate consumption, saving, and investment; theories of the business cycle and long-term growth; effects of public policies on employment, inflation and economic growth.

prereq: ECO 30100 with a grade of B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 71000 - Monetary Theory and Policy

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

prereq: ECO 21000
prereq or coreq: ECO 70300 and ECO 72100

ECO 71100 - Banking and Financial Markets

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

prereq: ECO 21000
prereq or coreq: ECO 70300 and ECO 72100
ECO 71500 - Public Finance

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

prereq or coreq: ECO 70100 and ECO 72100

ECO 72100 - Linear Econometric Analysis

Econometric analysis of linear statistical models. Topics include: ordinary least squares-estimation, inference, testing and specification testing; instrumental variables and simultaneous equations models; panel data regression; time series and forecasting

prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B
prereq or coreq: MATH 15500

ECO 72200 - Non-Linear Econometric Analysis

Econometric analysis of nonlinear statistical models. Maximum likelihood estimation; models for binary outcomes; models for ordered and unordered multinomial outcomes; models for self-selection; count data models.

prereq: ECO 72100
prereq or coreq: MATH 16000

ECO 72300 - Time Series and Forecasting

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

prereq: ECO 72200

ECO 72400 - Microeconometrics

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

prereq: ECO 72200

ECO 72600 - Policy and Program Evaluation

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

prereq: ECO 72200 or STAT 70700
**ECO 72700 - Data Analytics and Research Methods**

Data Analytics and Research Methods is a course in data analytics and empirical research methods including the writing of empirical research in economics. It is designed to teach modern computer-based data analytics skills and to develop skills in communicating economic research in writing. The course is project-based, with grades based on written submissions supporting a larger project.

*Prereq:* ECO 70000, ECO 70100, and ECO 72100

**Hours 3 hrs.**

**Credits 3 cr.**

**ECO 72900 - Behavioral Economics**

This is a Masters level course in behavioral economics (also known as: economics and psychology). You will be introduced to several topics in this new and exciting field. The main objective of behavioral economics is to modify existing models of economic decision-making using results from experiments in economics and psychology. We will continue to use the methodology of economics, but we will 'tweak' the models to make them more realistic. We will then use these models to try and predict behavior in various settings, from standard economic ones (like consumption-saving decisions) to non-economic ones (like deciding when to go to the gym). Some examples of topics to be studied: procrastination, altruism, gambling, and self-control.

*Prereq:* ECO 70100 (MA Microeconomic Theory) or equivalent

**Hours 3 hrs.**

**Credits 3 cr.**

**ECO 73000 - Economic Development**

Theories of economic development and economic issues of developing countries. Possible topics include the analysis of poverty, inequality, rural financial markets, labor and land markets, trade and environmental policies.

*Prereq or coreq:* ECO 70100 or ECO 70300, and ECO 72100

**ECO 73200 - Economic Growth**

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

*Prereq or coreq:* ECO 70100 and ECO 70300

**ECO 73500 - Urban Economics**

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

*Prereq or coreq:* ECO 70100 and ECO 72100

**ECO 74000 - International Trade: Theory and Policy**
International trade theory and analysis of current economic problems; terms of trade; balance of payments; trade regulations and policies, international financial institutions, foreign aid, regional integration.

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

**ECO 74100 - International Finance**

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

prereq or coreq: ECO 70100 and ECO 72100

**ECO 74500 - Labor Economics**

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

prereq or coreq: ECO 70100 and ECO 72100

**ECO 74800 - Health Economics**

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

prereq or coreq: ECO 70100 and ECO 72100

**ECO 75500 - Industrial Organization**

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

prereq or coreq: ECO 70100 and ECO 72100

**ECO 75600 - Law and Economics**

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

prereq or coreq: ECO 70100 and ECO 72100

**ECO 76000 - Financial Economics**

Examination of the models of finance: optimization over time, asset valuation and risk management. Applications to models of asset pricing, including stocks, bonds and options; portfolio selection; and problems in corporate finance including investment analysis and capital structure.

prereq or coreq: ECO 70100 and ECO 72100
ECO 76100 - Advanced Concepts in Financial Markets

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

prereq: ECO 76000

ECO 76200 - Corporate Governance

Economic analysis of how institutional arrangements distribute power, authority, and control across different stakeholders of the firm; contractual agreements as a means to render such institutional arrangements unnecessary.

prereq or coreq: ECO 70100 and ECO 72100

ECO 76500 - Games and Information

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

prereq or coreq: ECO 70100

ECO 78500 - Internship

Internships with organizations engaged in economic research. Students write a research paper under direction of said organization and concomitant supervision of instructor. Open to MA students who have completed at least 15 cr of graduate work; may be taken only once.

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

ECO 79000 - Independent Study

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

prereq: permission of instructor and graduate adviser

ECO 79100 - Independent Study

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

prereq: perm instr and graduate adviser

Credits 1 cr
May be taken only once.

ECO 79500 - Economics Seminar
Special topic and research in economics.

May be repeated for credit by perm chair or graduate adviser

**ECO 79700 - Practicum in Empirical Analysis**

Practicum in Empirical Analysis is a course in conducting and writing empirical research in economics, culminating in the production of a research project satisfying the graduation requirements for the MA in Economics. The course is designed to build on skills acquired in the prerequisite graduate courses in the program, with students independently preparing a research paper from a set of pre-selected topics and data.

*prereq: ECO 70000, ECO 70100, ECO 70300, ECO 72100, ECO 72200, and ECO 72700

*Hours 3 hrs.
*Credits 3 cr.

**ECO 79800 - Thesis Research**

Preparation of acceptable MA thesis under faculty supervision.

*credit not granted until thesis is accepted

**ADSUP 70400 - Leadership to Enhance Human Resources**

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

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

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

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

*Hours 200 hrs of leadership experiences in field work

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

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

*Hours 200 hrs of leadership experiences in field work

**ADSUP 71500 - Supervision for the Improvement of Instruction**
An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

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

**ADSUP 71600 - Leadership Strategies for School Reform**

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

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

**ADSUP 71700 - Seminar in Evaluating and Applying Educational Research**

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

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

**ADSUP 72100 - Legal Issues, Finance, Facilities and Operations**

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

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

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

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

Hours: 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits: 4
ADSUP 74100 - School District Leadership: Problems and Issues

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

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

*Credits* 4

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

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

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

*Credits* 4

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ADSUP 75600 - Professional Discourse and Leadership in Gifted Education

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

*Cross-listed* SPED 75600, CEDC 75600, CEDF 75600

*prereq or coreq:* SPED 75300 and SPED 75400

*Hours* includes 10 hrs field experience

*Credits* 3

ARTED 71000 - Methods for Childhood Art Education - Grades PreK-6 (KC)

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for children from Pre-K grade 6. It emphasizes children's aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades PreK-6.

Includes 36 hours of fieldwork in a school.
**ARTED 71100 - Methods of Teaching the Visual Arts Grades 7-12 (KC)**

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for the adolescent. Focus: It emphasizes adolescent aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades 7-12.

Course includes 48 hours of fieldwork in a school. Students are observed and evaluated in the field at least once.

**ARTED 71200 - Student Teaching in the Visual Arts Grades Pre-K-12 (KC)**

Teacher candidates complete a total of 70 days of student teaching Monday through Friday (35 days of student teaching at grades Pre-K-6 and 35 days at grades 7-12) under the supervision of a Hunter College faculty member and a certified Art Educator in a New York City school selected by the college.

Students receiving a grade below B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program.

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

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.
CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12

This course aims to familiarize prospective school teachers, grades 7-12 with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser
Hours 30 hrs plus 36 hrs fieldwork
Credits 2

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

Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser.
Hours 60 days, 30 hrs seminar plus workshops and conferences,
Credits 5

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take CHND 74110 must also take CHND 74120.

prereq or coreq: CHND 71200 or permission of the adviser.
Hours 30 hrs plus conferences
Credits 2

CHND 74120 - Practicum in Chinese, Grades 10-12

Supervised practicum for teachers of Chinese in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take CHND 74120 must also take CHND 74110.

prereq or coreq: CHND 71200 or permission of the adviser.
Hours 30 hrs plus conferences,
Credits 2
SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs, Credits 3 cr*

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

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

*prereq or coreq: SEDF 70400*
*Hours 45 hrs, Credits 3 cr*

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

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

*prereq or coreq: SEDF 70400*
*Hours 45 hrs, Credits 3 cr*

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

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

*prereq or coreq: SEDF 70400*
*Hours 45 hrs, Credits 3 cr*

SEDC 71500 - Advanced Curriculum Development in U.S. History and Civics for Urban Contexts, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.
prereq or coreq: SEDF 70400 or SEDF 70500
Hours 3
Credits 3

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

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

Hours 45 hrs
Credits 3

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

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

Hours 45
Credits 3

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

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

Hours 45 hrs
Credits 3

SEDC 71900 - Methods 1: Advanced Study of Secondary Learning Environments for Teaching Computer Science (KC)

Examines the interrelationship between the educational environment and the adolescent's learning of computer science. Teacher candidates study the basics of classroom management in the teaching of computer science as they explore the content and implementation of proposed national, New York State, and New York City standards for computer science. Fosters the use of technology as an educational tool to improve the technical literacy of the adolescent.

Hours 3.0
Credits 3.0
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 72000 - Adolescent Health and Safety
Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs, 
Credits 1 cr*

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

Methodology that facilitates the learning of English language arts for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticisms. These presentations will be videotaped for further self-analysis at home. New York State and city teaching standards will be applied throughout the course.

*prereq: SEDC 71100  
prereq or coreq: SEDF 70500  
Hours 30 hrs fieldwork  
Credits 2*

>This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

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

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71200  
prereq or coreq: SEDF 70500  
Hours 30 hrs fieldwork  
Credits 2*

>This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

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

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.
SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 72500 - Advanced Curriculum Development in World History and Global Education for Urban Contexts, Grades 7-12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDF 704 or SEDF 70500
Hours 2 (30 hrs fieldwork)
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 72900 - Methods II: Intensive study of Teaching Diverse Learners in Computer Science Grades 7-12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population emerging state and professional standards-based curriculum in computer science. Innovative uses of technology, development of instructional units, individualizing for a diverse population of students, and strategies for managing problem behavior will be emphasized throughout the course.
Hours 3.0
Credits 3.0

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

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

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

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

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

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

**SEDC 73600 - Curriculum Design for Computer Science (KC)**

This course will prepare candidate teachers to design complete units of study ranging from standalone class units to complete courses to a sequence of courses. Candidates will learn to build developmentally appropriate materials by looking at curriculum from top down and bottom up perspectives as well as how computer science fits within an adolescent's full education.

Candidates will also be required to complete fifty hours of fieldwork. Most of these hours would be at the candidates grade level (high school, primary school, etc.) but will include an experience in levels K-6 and 7-12 to align with state regulations. Fieldwork will be under the supervision of a Hunter College faculty member and a certified teacher in New York City schools selected by the college.

Hours 3
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only
once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
**SEDC 75203 - Student Teaching in Spanish, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72200  
**prereq or coreq:** SEDF 70600  
**Hours:** 45; 60 days student teaching plus workshops and conferences  
**Credits:** 5

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDC 75300 - Student Teaching in Mathematics, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72300  
**prereq or coreq:** SEDF 70600  
**Hours:** 45; 60 days student teaching plus workshops and conferences  
**Credits:** 5

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDC 75401 - Student Teaching in Biology, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72400  
**prereq or coreq:** SEDF 70600  
**Hours:** 45; 60 days student teaching plus workshops and conferences  
**Credits:** 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 75402 - Student Teaching in Chemistry, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72400  
**prereq or coreq:** SEDF 70600  
**Hours:** 45; 60 days student teaching plus workshops and conferences  
**Credits:** 5

This **Key Course requires a grade of B or better to pass.**  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDC 75403 - Student Teaching in Physics, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72400  
**prereq or coreq:** SEDF 70600  
**Hours:** 45; 60 days student teaching plus workshops and conferences  
**Credits:** 5

This **Key Course requires a grade of B or better to pass.**  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDC 75404 - Student Teaching in Earth Science, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72400  
**prereq or coreq:** SEDF 70600  
**Hours:** 45; 60 days student teaching plus workshops and conferences  
**Credits:** 5

This **Key Course requires a grade of B or better to pass.**  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDC 75500 - Student Teaching in Social Studies, Grades 7–12 (KC)**
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72500
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

Teacher candidates complete 30 days of student teaching at grades Pre-K–6 and 30 days at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: MUSED 67800
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 75900 - Student Teaching for Computer Science (KC)

Teacher candidates complete 60 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member and a certified teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 71900 and SEDC 72900
Hours 3.0
Credits 3.0

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
SEDC 76110 - Student Teaching in English, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 45 hours, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76110 must also complete SEDC 76120 or SEDC 77120.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hrs plus, 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76211 must also complete SEDC 76221 or SEDC 77221.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76212 must also complete SEDC 76222 or SEDC 77222.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
SEDIC 76221 - Student Teaching in French, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDIC 76221 must also complete SEDC 76211 or SEDC 77211.

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

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDIC 76222 must also complete SEDC 76212 or SEDC 77212.

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

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDIC 76223 must also complete SEDC 76213 or SEDC 77213.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 45 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDIC 76310 must also complete SEDC 76320 or SEDC 77320.
SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 30 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76411 must also complete SEDC 76421 or SEDC 77421.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76412 must also complete SEDC 76422 or SEDC 77422.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76413 must also complete SEDC 76423 or SEDC 77423.

SEDC 76414 - Student Teaching in Earth Science, Grades 7–9
Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76414 must also complete SEDC 76424 or SEDC 77424.

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

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76421 must also complete SEDC 76411 or SEDC 77411.

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

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76422 must also complete SEDC 76412 or SEDC 77412.

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

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76423 must also complete SEDC 76413 or SEDC 77413.

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

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.
prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76424 must also complete SEDC 76414 or SEDC 77414.

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

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDF 72500
prereq or coreq: SEDF 70600
Hours 45 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76510 must also complete SEDC 76520 or SEDC 77520.

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

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDF 72500
prereq or coreq: SEDF 70600
Hours 30 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76520 must also complete SEDC 76510 or SEDC 77510.

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

Teacher candidates complete 30 days of student teaching at grades Pre-K–6 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: MUSED 67800
prereq or coreq: SEDF 70600
Hours 30 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76610 must also complete SEDC 76520 or SEDC 77520.

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

Teacher candidates complete 30 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: MUSED 67800
SEDC 77110 - Practicum in English, Grades 7–9 (KC)

Supervised practicum for teachers of English in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77110 must also take SEDC 77120.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77120 - Practicum in English, Grades 10–12 (KC)

Supervised practicum for teachers of English in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77120 must also take SEDC 77211.

prereq: SEDC 72100
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77211 - Practicum in French, Grades 7–9 (KC)

Supervised practicum for teachers of French in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77211 must also take SEDC 77221.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SEDC 77212 - Practicum in Italian, Grades 7–9 (KC)

Supervised practicum for teachers of Italian in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77212 must also take SEDC 77222.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77213 - Practicum in Spanish, Grades 7–9 (KC)

Supervised practicum for teachers of Spanish in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77213 must also take SEDC 77223.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77221 - Practicum in French, Grades 10–12 (KC)

Supervised practicum for teachers of French in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77221 must also take SEDC 77211.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77222 - Practicum in Italian, Grades 10–12 (KC)

Supervised practicum for teachers of Italian in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77222 must also take SEDC 77212.
prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77223 - Practicum in Spanish, Grades 10-12 (KC)

Supervised practicum for teachers of Spanish in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77223 must also take SEDC 77213.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77310 - Practicum in Mathematics, Grades 7–9 (KC)

Supervised practicum for teachers of mathematics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77310 must also take SEDC 77320.

prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 45 hrs plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77320 - Practicum in Mathematics, Grades 10-12 (KC)

Supervised practicum for teachers of mathematics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77320 must also take SEDC 77310.

prereq: SEDC 723
Hours 30 hrs plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77411 - Practicum in Biology, Grades 7–9 (KC)**

Hunter College-supervised practicum for teachers of biology in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77411 must also take SEDC 77421.

*prereq: SEDC 72400  
prereq or coreq: SEDF 70600*  
*Hours 45 hours plus conferences,*  
*Credits 3*

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77412 - Practicum in Chemistry, Grades 7–9 (KC)**

Supervised practicum for teachers of chemistry in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77412 must also take SEDC 77422.

*prereq: SEDC 72400  
prereq or coreq: SEDF 70600*  
*Hours 45 hours plus conferences,*  
*Credits 3*

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77413 - Practicum in Physics, Grades 7–9 (KC)**

Hunter College-supervised practicum for teachers of physics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77413 must also take SEDC 77423.

*prereq: SEDC 72400  
prereq or coreq: SEDF 70600*  
*Hours 45 hours plus conferences,*  
*Credits 3*

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77414 - Practicum in Earth Science, Grades 7–9 (KC)**
Hunter College-supervised practicum for teachers of earth science in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77414 must also take SEDC 77424.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77421 - Practicum in Biology, Grades 10-12 (KC)**

Hunter College-supervised practicum for teachers of biology in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr
Students who take SEDC 77421 must also take SEDC 77411.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77422 - Practicum in Chemistry, Grades 10–12 (KC)**

Supervised practicum for teachers of chemistry in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr
Students who take SEDC 77422 must also take SEDC 77412.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77423 - Practicum in Physics, Grades 10–12 (KC)**

Hunter College-supervised practicum for teachers of physics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77423 must also take SEDC 77413.
prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

Hunter College-supervised practicum for teachers of earth science in grades 10–12 in a New York City school.
Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77424 must also take SEDC 77414.

prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

Supervised practicum for teachers of social studies in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77520.

prereq: SEDC 72500
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

Supervised practicum for teachers of social studies in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77510.

prereq: SEDC 72500
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77610 - Practicum in Music, Grades Pre-K–6 (KC)**

Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77620.

*prereq: MUSED 67800*

*Hours 30 hrs plus conferences,*

*Credits 2 cr*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SEDC 77620 - Practicum in Music, Grades 7–12 (KC)**

Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77610.

*prereq: MUSED 67800*

*Hours 30 hrs plus conferences,*

*Credits 2 cr*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,*

*Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,*

*Credits 2 cr*
**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400*

*Hours* 30 hrs, plus 36 hrs fieldwork,

*Credits* 2 cr

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500*

*coreq: One of the following must be a Co-req:*

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 774.21; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours* 30 hrs, plus lab,

*Credits* 2 cr

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

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

*Hours* 45

*Credits* 3

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*

*Credits* 3 cr
BILED 71100 - Bilingual Literacy-Spanish (KC)

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

coreq: BILED 71150  
prereq or coreq: BILED 77100  
Hours 30  
Credits 2  

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

BILED 71150 - Fieldwork in Bilingual Literacy (KC)

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

coreq: BILED 77100  
Hours 75 hrs,  
Credits 1 cr  

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

BILED 71200 - Bilingual Literacy-French (KC)

Bilingual literacy - French: conducted in French and English and will present how to differentiate instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners. The course aims to develop teachers' ability to plan for language, content and literacy skills by designing a thematic integrated literacy unit. The course will assist teachers in understanding how to develop students' oral language, spelling, grammar, and vocabulary.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education  
Hours 30  
Credits 2

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

BILED 71300 - Bilingual Literacy-Chinese (KC)
Bilingual Literacy – Chinese focuses on the development of literacy skills in both English and Chinese for students in bilingual programs. The emphasis is on L1 and L2 literacy using narrative and expository text, technology, and the arts as mediums for developing skills. This course will be conducted in Chinese and English.

prereq or coreq: BILED 77100, BILED 77150  
Hours 30  
Credits 2  
For the Advanced Certificate Leading to an Extension in Bilingual program: the prereq or coreq is BILED 77150

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

BILED 71700 - Language Assessment for English Language Learners

An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

prereq: BILED 77100, CEDCF 70050  
Hours 45 hrs,  
Credits 3 cr

BILED 76800 - Instruction through the Native Language-French

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

prereq or coreq: BILED 70100 and CEDF 70900 for the MSEd/Childhood Education Grades 1-6 with bilingual extension; for the MSEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100  
Hours 45  
Credits 3

BILED 76900 - Instruction through the Native Language-Chinese

To enhance Chinese language skills of teacher candidates for the purpose of teaching content areas in and through Chinese. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Chinese for the bilingual classroom.

Hours 45 hours plus 10 hours of fieldwork  
Credits 3  
Prereq or Coreq: For the Childhood education Grades 1-6 with a Bilingual Extension program: BILED 70100, CEDF 70900; For the MSEd in Early Childhood Education Birth through Grade 1 with a Bilingual Extension: Program 1, BILED 70100, ECF 70000; Program 2, none; Program 3, BILED 70100; For the Advanced Certificate Leading to and Extension in Bilingual program: none.

BILED 77100 - Psychology of Language Learning and Teaching
Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

**prereq or coreq:** BILED 70100  
**Hours** 30 hrs plus 5 hrs of fieldwork and lab,  
**Credits** 2 cr

**BILED 77800 - Instruction Through the Native Language-Spanish**

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

**prereq or coreq:** BILED 70100  
**Hours** 45 hrs plus 10 hrs of fieldwork,  
**Credits** 3

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

**prereq or coreq:** BILED 70100  
**Hours** includes 5 hrs of fieldwork  
**Credits** 3 cr

**BILED 78000 - Bilingual Research Seminar**

The bilingual research seminar, which serves as the culminating experience, focuses on the relationship between educational research and the classroom teacher. Students will review significant bilingual research to consider the implications of findings for bilingual instruction, and they will initiate their own classroom/community studies to reflect upon their own practice and to become critical consumers of research.

**prereq or coreq:** 39 credits or permission of program coordinator  
**Hours** 30 hrs plus lab,  
**Credits** 2 cr

**BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6 (KC)**

Supervised student teaching at two grade levels in an elementary bilingual setting selected by Hunter College; four full days a week plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

**prereq or coreq:** completion of 39 cr of course work or permission of the program coordinator  
**Hours** 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar
Credits 4

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 78300 - Practicum in Grades 1–3 (KC)

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 78400 - Practicum in Grades 4–6 (KC)

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 78500 - Student Teaching in Grades 1–3 (KC)

Twenty days of supervised student teaching at grade level 1–3 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**BILED 78600 - Student Teaching in Grades 4–6 (KC)**

Twenty days of supervised student teaching at grade level 4–6 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**CEDC 715FW - Fieldwork: Reading and Social Studies (KC)**

Supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.

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

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**CEDC 70000 - The Art of Effective Teaching**

This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

prereq or coreq: CEDF 70900
Hours 2
Credits 2

**CEDC 70100 - Beginning Elementary Literacy Methods**
Beginning Elementary Literacy Methods is the first of a two-part sequence designed for pre-service graduate teacher candidates as an introduction to the content and procedures used to teach English language arts to elementary students. Students will learn how children develop reading and writing concepts and abilities, become familiar with children's literature, both nonfiction and fiction, and understand current practices of literacy instruction and assessment.

coreq: This course should be taken with CEDF 70900, CEDC 70500, EDSEL 79600, CEDC 77200 Fieldwork & Teaching Seminar 1.

Hours 45
Credits 3

CEDC 70200 - Advanced Elementary Literacy Methods

Advanced Elementary Literacy Methods is the second course of a two-part sequence designed for graduate, pre-service teacher candidates to expand and apply their understanding of the pedagogical strategies and content necessary to teach English language arts to elementary students. In this course, teacher candidates will demonstrate effective literacy instruction through assessing, planning, and teaching elementary students' learning in all facets of literacy and throughout the content areas.

coreq: This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600 Reflective Practice in Elementary School Social Studies Curriculum Development, SPED 70800, CEDC 77300 Fieldwork & Teaching Seminar 2.

Hours 45
Credits 3

CEDC 70300 - Teaching Science in the Elementary School

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

prereq or coreq: CEDF 70900 and CEDC 70000
Credits 3

CEDC 70350 - Teaching Science in the Elementary School

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900
Credits 3

CEDC 70400 - Teaching Developmental Reading

The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3
CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

prereq or coreq: To be taken with CEDF 71000, CEDC 70300, CEDC 72200, CEDC 70200, CEDC 77300.
Hours 45
Credits 3

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience
Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.

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

**CEDC 71200 - Advanced Methods of Teaching Math in Elementary Schools**

Ways to set up and monitor mathematical investigations designed to promote flexible problem solving, active learning, finding patterns, reasoning logically, formulating and verifying hypotheses. Error analysis and remediation.

prereq: CEDC 70500
Hours 45 hrs,
Credits 3

**CEDC 71300 - Health Education for the Classroom Teacher**

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

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

**CEDC 71400 - Advanced Educational Technology for Elementary School Teachers**

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

prereq: CEDF 70900, and a course on computers or demonstrated literacy in basic computer skills and tool applications (word processing, spreadsheets, database, and presentation as well as the Internet)
Hours 45 hrs,
Credits 3

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

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

Hours 45 hrs.
Credits 3
CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 3

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

Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq: CEDF 70900
coreq: CEDC 71500 and CEDC 73000

Hours 30 hrs,
Credits 2

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

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and
analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

**prereq or coreq:** CEDF 70900 and CEDC 70450

**Hours** 30 hrs,

**Credits** 2

**CEDC 72400 - Student Teaching in Grades 1–3 and 4–6 (KC)**

Supervised student teaching at two grade levels, 1–3 and 4–6, in an elementary school selected by Hunter College; five full days a week plus conferences and professional development workshops. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March.

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

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

**Credits** 5

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**CEDC 72500 - Student Teaching in Grades 1–3 (KC)**

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Not for students who have completed EDC 72400 or 72700.

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

**Hours** 30 hrs of seminar plus 30 days of student teaching

**Credits** 3

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**CEDC 72600 - Student Teaching in Grades 4–6 (KC)**

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3. Not for students who have completed CEDC 72400 or 72800.

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

**Hours** 30 hrs of seminar plus 30 days of student teaching
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72700 - Practicum in Grades 1–3 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800.
Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Not for students who have completed CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus supervision and conferences
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72800 - Practicum in Grades 4–6 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700.
Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Not for students who have completed CEDC 72400 or 72600.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus supervision and conferences
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

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

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators (KC)

Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

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

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 73000 - Perspectives on Literacy Across the Content Areas

Literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository as well as narrative texts will be utilized.

*prereq: CEDF 70900; CEDC 70400
*coreq: CEDC 71500 and 72200
*Hours 30 hrs,
*Credits 2

CEDC 73800 - The English Language: Theories and Pedagogical Implications

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

*Hours 45 hrs,
*Credits 3

CEDC 73900 - Advanced Methods in Elementary School: Mathematics, Science, and Social Studies

This graduate advanced methods builds on and extends the initial methods courses in the areas of mathematics, science, and social studies and also explicitly connects theory from mathematics, social studies, and science methods courses to practice by supporting teacher candidates to design and enact lessons in the context of the elementary school classroom. Students will grapple with the complexities of how students learn content and design/conduct assessments, develop lesson plans and unit plans, and critically reflect on their teaching practice. Students will face the realities of teaching content in schools given the school resources in terms of curriculum and technology and within the curriculum guidelines of the state and district.

*prereq or coreq: CEDC 70300, CEDC 70600, CEDC 70500
*Credits 3

In order to take this course students have to be accepted into the 'clinically rich' track of the Masters in Childhood Education program that leads to certification.

CEDC 74000 - Contemporary Mathematics in the Elementary School
A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs.*
*Credits 3*

**CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science**

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

*prereq: all program courses except CEDC 74300*
*Hours 45 hrs*
*Credits 3*

**CEDC 74300 - Research Seminar in Mathematics/Science Education**

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

*Hours 45 hrs*
*Credits 3*

**CEDC 74400 - Development of Mathematical/Scientific Concepts in Children**

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

*prereq: all program courses except CEDC 74200 and CEDC 74300*
*Hours 45 hrs*
*Credits 3*

**CEDC 74600 - Geographic Perspectives in Elementary Education**

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

*Hours 45*
*Credits 3*

**CEDC 74700 - Number Theory and Algebra in Elementary Curriculum**

A study of the underpinnings of Number Theory and Algebra and the role they play in curriculum, teaching and student learning. This course gives participants a deeper understanding of algebra and how students learn transition from arithmetic to algebraic reasoning.
prereq: The course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.
Hours 45 hrs
Credits 3

CEDC 74800 - Geometry and Measurement in the Elementary

A study of the underpinnings of Geometry and Measurement and the role they play in curriculum, teaching, and supporting student learning. Topics in Geometry and Measurement are important concepts at the elementary school level and this course gives participants a deeper background in these two areas. Additionally, pedagogical practices important in these areas will be examined as well as a deep study of how students develop these concepts through curriculum, representations, manipulatives, and pedagogical practices will be discussed.

prereq: This course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.
Hours 45
Credits 3

CEDC 74900 - Leadership in Elementary School Mathematics

A study of mathematics leadership and the development of mentors, coaches, and leaders of professional development.

prereq: This course is intended for students in the Elementary Mathematics Specialist program. Completion of at least 24 credits in the program.
Hours 45
Credits 3

CEDC 75500 - Assessment and Instruction for Diversely Gifted Learners

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

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

CEDC 75600 - Professional Discourse and Leadership in Gifted Education

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

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

CEDC 76000 - Special Topics in the Arts
The theory and application of children's artistic development. Course includes visual arts contents, instructional techniques, technology, materials and their use across the elementary school curriculum. Through hands-on workshops the teacher candidate will understand how to plan and utilize a visual arts curriculum to enhance student's cognitive, perceptual, expressive and imaginative abilities.

prereq: CEDC 70700  
Hours 45 hrs  
Credits 3

CEDC 77200 - Fieldwork & Teaching Seminar 1 (KC)

Fieldwork & Teaching Seminar 1 is the initial experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

coreq: This course should be taken with CEDF 70900, CEDC 70500, CEDC 70100, EDESL 77100.  
Hours 30  
Credits 2  
30 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

CEDC 77300 - Fieldwork & Teaching Seminar 2 (KC)

Fieldwork & Teaching Seminar 2 is the second experience in an elementary partner school for the clinically rich track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600, CEDC 70200.  
Hours 30  
Credits 2  
30 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

CEDC 77400 - Fieldwork & Teaching Seminar 3 (KC)

Fieldwork & Teaching Seminar 3 is the third experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDF 71600, CEDC 73900, CEDC 70700, CEDC 71300.  
Hours 30  
Credits 2  
45 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**CEDC 77500 - Fieldwork & Teaching Seminar 4 (KC)**

Fieldwork & Teaching Seminar 4 is the fourth and final experience in an elementary partner school for the ‘clinically rich’ track of the graduate childhood program.

**prereq or coreq:** This course should be taken with CEDC 71000.

**Hours 45**

**Credits 3**

75 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**CEDC 77600 - Planet Earth: Earth and Space Sciences for Elementary School Teachers**

Methods and content of teaching Earth and Space sciences topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

**Hours 3 hrs**

**Credits 3**

**CEDC 77700 - Physical Science Background for Elementary Teachers**

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

**Hours 45 hrs**

**Credits 3**

**CEDC 77800 - Life Sciences**

The methods and content of teaching life science topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

**Hours 3**

**Credits 3**

**CEDC 77900 - Robotics and Engineering**
New methods of teaching innovative school curricula in robotics and engineering. Students will design and program their own robotic vehicles and learn elementary school materials by a hands-on process and project work. The curriculum is modeled on the First LEGO League competitions popular at the grade school-level. Engineering is Elementary, a school curriculum to improve children's understanding of engineering principles, is also explored from a student-centered perspective. These new STEM curriculum for elementary schools are supported by K-12 Next Generation Science Standards (2013). All students who enroll in the course will emerge with training to teach these curricula in elementary schools, in informal settings and after school programs.

Hours 3  
Credits 3

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

Hours includes 5 hrs of fieldwork  
Credits 3

CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

Hours 45 hrs  
Credits 3

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

For students pursuing dual certification in childhood special education and childhood education. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900  
Hours 45 hrs  
Credits 3

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

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.
CEDF 70900 - Child Development Grades 1-6

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

Hours includes 5 hrs of field work
Credits 3

CEDF 71000 - Educational Psychology

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

prereq: CEDF 70900
Hours includes 5 hrs of field work
Credits 3

CEDF 71200 - Child and Adolescent Development

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

Hours includes 5 hrs of field work
Credits 4

CEDF 71500 - Diversity in the American School

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

Hours 45 hrs
Credits 3

CEDF 71600 - Assessment of Teaching and Learning

Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.

Credits 3

CEDF 71700 - Independent Study in Educational Foundations
Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 1
permission of faculty adviser and chairperson required

CEDF 71800 - Independent Study in Educational Foundations

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 2
permission of faculty adviser and chairperson required

CEDF 71900 - Independent Study in Educational Foundations

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 3
permission of faculty adviser and chairperson required

CEDF 75000 - Special Topics in Diversity

An examination of the history and adaptation of diverse groups in the U.S. and their experience in the American educational system. Emphasis is on the role of culture, structure and policy in facilitating and/or hindering opportunities for these groups to achieve educational equity.

prereq: CEDF 70900
prereq or coreq: CEDF 70600
Hours 45 hrs
Credits 3

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

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

Cross-listed SPED 75300
Hours includes 10 hrs field experience
Credits 3

CEDF 75600 - Professional Discourse and Leadership in Gifted Education

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

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

CEDF 79200 - Integrative Seminar: Research in Childhood Education

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

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

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

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

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

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

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

prereq: DANED 76000
Credits 3

DANED 76400 - Practicum (KC)

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

prereq: DANED 76000, DANED 76200  
Hours 2 hrs plus 15 hrs seminar required  
Credits 2  
This Key Course requires a grade of B or better.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**DANED 76602 - Student Teaching (KC)**

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

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200  
Hours 20 days plus 15 hrs seminar  
Credits 2  
This Key Course requires a grade of B or better.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**DANED 76605 - Student Teaching (KC)**

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

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200  
Hours 60 days plus 15 hrs seminar  
Credits 5  
This Key Course requires a grade of B or better.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**EDDIL 80000 - Foundations of Research, Leadership, and Equity in Education**

In this course, students explore the foundations of the three pillars of the EdD program: Research, Leadership, and Equity in Education. Students will be immersed in a variety of research studies drawing on the professional literature in education and associated fields to develop an understanding of diverse research traditions. The course explores research designs and processes in published studies for question posing and data collection, analysis, and interpretation from quantitative and qualitative perspectives. Research related to instructional leadership will be examined in an effort to develop an understanding of this field of study. The course introduces students to the key concepts necessary for engaging in research and leadership around diversity, equity, and social justice.
EDDIL 80100 - Leadership for Change

In this course, students are introduced to the idea of non-positional leadership - that everyone has the responsibility and ability to lead change, regardless of one's formal position within the education landscape. They are then introduced to various theories/theoretical frameworks on the problems of change at the individual, group and system level, as well as to the notion of a theory-of-change, including how it differs from theory and its import in shaping and helping to ensure effectiveness of an educational change effort. Special attention is paid to the import of precise problem identification; the need for feedback loops to allow for ongoing adjustment of change designs in response to the unexpected; and to implementation challenges. Students apply their learning by analyzing existing educational change efforts and by designing and defending a theory-of-change that they could potentially implement to improve an identified problem of practice.

EDDIL 80200 - Leading for Justice, Equity, Diversity, and Inclusion

An important aspect of leadership in schools is being mindful of the identities, backgrounds, communities, and histories of the populations they serve. Even more important is an understanding of how the sociocultural contexts in which we all live result in systemic unequal distribution of power, privilege, and resources. This course will review key theoretical frameworks that attempt to describe the nature of schools, teaching and learning, and unequal student outcomes. The course will give participants the opportunity to consider the history and structure of schools from multiple perspectives by taking an intersectional approach. Participants will be expected to apply the NYSED Culturally Responsive and Sustaining Frameworks in their individual settings and propose research, policy or practice they are focused on Justice, Equity, Diversity and/or Inclusion.

EDDIL 81000 - Leader Scholar Community Research Seminar

This is a seminar in which students, under the supervision of a faculty member, develop research expertise that is expected to lead to a specific project such as a dissertation, report, or publication. Assignments might include development of problem statement, literature review, or statement of implications for practice based on review of comparable work. This course may be taken up to six times for credit and may be taken more than one time in any given term.

EDDIL 82000 - Doctoral Directed Readings

Directed Readings involve an in-depth study of some area of research, theory, or research methodology that is of special interest to a student (or small group of students) in the EdD program but for which there is no formal course within the program. The directed reading is done under the supervision of a full-time faculty member. When requesting a directed reading, students should collaborate with the intended instructor to create and agree upon a written proposal for the course (including a list of readings and at least one written assignment) Once the proposal is agreed upon by student and instructor, the Program Director of the EdD program must provide approval as well.
prereq: Permission EdD program director required.

*Hours* 1 - 3

*Credits* 1.0 - 3.0

Directed Readings may be taken for variable credits (1-3 at a time) and may be taken for up to a total of 6 credits.

**EDF 80000 - Statistics for Applied Educational Research I**

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, statistical assumptions, t-tests, analysis of variance, correlation, and chi-squared.

*prereq: SPED 80000

*Hours* 3 hrs

*Credits* 3 cr

**EDF 80100 - Qualitative Methods in Educational Research**

This graduate course introduces students to qualitative research within the field of education. The course provides an overview of the different approaches to qualitative research and specific strategies of data collection and analysis, their underlying assumptions and appropriateness for particular research questions, and authentic experience with qualitative research.

*prereq: SPED 80000

*Hours* 3 hrs

*Credits* 3 cr

**EDF 80200 - Quantitative Methods and Measurement**

The purpose of this course is to increase students' understanding of quantitative research methods and design issues relevant to the pursuit of research in education, with a focus on correlational, experimental and quasi-experimental design.

*prereq: EDF 80000

*Credits* 3 cr

**EDF 80300 - Statistics for Applied Educational Research II**

This course builds on knowledge of basic statistics, focusing on multiple regression and analysis of covariance for statistical analysis of continuous and categorical independent variables. Data exploration and assumptions are discussed in detail. Computer software for analysis of quantitative data is introduced.


*Hours* 3.0

*Credits* 3.0

**EDF 80400 - Analysis of Major Issues in Contemporary Education Reform**
After a brief review of the history of education reform efforts, we will study the major debates and policy initiatives that have shaped the contemporary structures of American public education. We will seek to understand what is at stake in these initiatives, the evidence behind their adoption and resistance to them.

**EDF 81000 - Mind, Brain, and Education**

This course provides students with knowledge from the neuro and cognitive sciences that can be applied in practice. This course begins with an introduction to mapping the physical features of the brain before leading into contemporary research on "brain-based" research and educational curricula and programs. Students will engage in examining research and separate "nureomyth" from "neuroscience" in order to be informed by new knowledge from the science of learning.

**EDF 83000 - Dissertation Proposal Seminar**

This course is a seminar designed to provide students with a general overview of the structure and components of a dissertation proposal. It serves as common ground for all cohort members to prepare for highly individualized work with a dissertation advisor in subsequent semesters. Throughout this course, students will focus upon the following components: (1) the background of the problem to be investigated; (2) formulating a research question(s); (3) developing a theoretical framework; (4) conducting a literature review; (5) choosing research methods to collect data; (6) analyzing findings; and (7) generating implications. These elements will be taught in relation to a "traditional" five-chapter dissertation, along with variations and expansions of this structure. In addition, students will review and become certified in appropriate IRB requirements. A major goal of this seminar is to individualize support with view to preparing each student to develop a topic for approval that will continue to be worked upon with a dissertation advisor during the following semester.

**EDF 83100 - Dissertation Advisement**

Dissertation Advisement is a customized course of study taken immediately after Dissertation Proposal Seminar. The purpose of this course is to provide individualized support to doctoral students as they design and carry out a dissertation that addresses an identified problem of practice. This course must be taken for at least two semesters and must be taken every semester until the dissertation has been successfully defended for a minimum of six credits.

Any student who receives a grade of F must obtain permission from the program leader to repeat the course. This course may only be repeated once and only one failing grade is allowed in the course.

**EDUC 80100 - Research on Effective Practice and Curriculum for Multilingual Learners**
The focus of this course is on effective instruction and curriculum supporting the academic, social, and emotional development of multilingual learners (MLLs). Topics and assignments provide a direct connection of research on the development of languages and literacies, as well as a programming, and policy for MLLs in P-12 school contexts. Analysis of research on English as a New Language (ENL) education and bilingual education, including review of quantitative and qualitative studies of instruction and curriculum for MLLs will provide the foundation for the course content. This course will prepare doctoral students to critically evaluate educational research on ELLs, deeply understand the core components of quality instruction for ELLs in P-12 classrooms, and be able to clearly identify appropriate methods for addressing and improving instruction and curriculum for ELLs. Topics and assignments are designed to provide theory that directly connects to the design of instructional models of and curricula for ELL instruction. The course will also analyze the role of language and race-related ideologies on how bi-/multilingualism is framed and the consequences for how programs and policies are conceptualized and implemented. This course will prepare doctoral students to critically evaluate educational research on MLLs, deeply understand the core components of quality programming and instruction for MLLs in P-12 classrooms, and to clearly identify appropriate methods for addressing and improving instruction and curriculum for MLLs.

**EDUC 80300 - Research on Effective Practice and Curriculum in Math**

The course will examine the current research on effective mathematical teaching, assessment practices, student learning, and curriculum design. Students will synthesize research and engage in research explorations focused on problems of practice.

**EDUC 80400 - Research on Effective Practice and Curriculum in Arts and Humanities**

This course examines current research in Arts and Humanities curriculum and its implementation. It addresses a host of theoretical and policy-oriented approaches to the teaching and learning of the arts and humanities. Particular attention will be paid to research on arts and humanities instruction and interventions that serve the needs of diverse students in urban schools.

**EDUC 80500 - Research on Effective Practice and Curriculum (REPAC) in Literacy**

This course examines current research in literacy curriculum and its implementation. A host of theoretical approaches to the teaching of literacy and language development will be addressed and critiqued. Particular attention will be paid to research on literacy instruction and interventions that serve the needs of diverse students in urban schools.

*prereq: SPED 80000 Intro to Doc Seminar*

**EDUC 80600 - Effective Professional Development of Teachers**

In-depth study of research and practice in professional development for educators. Students will explore the literature about effective methods, contexts, and delivery of coaching, mentoring, and professional learning for teachers and
other educators. Focus on understanding the strengths and weaknesses of different approaches to professional development, and on learning how to assess the appropriateness of a professional development strategy with respect to content and the teacher population to be served.

**Hours 3 hrs**
**Credits 3 cr**

**EDUC 80700 - Professional Communications for Educational Settings**

This course explores a range of educational and school-based writing genres and writing for a variety of audiences. Resources and practices related to developing and writing within a variety of genres from traditional print publications to new media outlets will be introduced, explored and, most importantly, enacted.

**Hours 3 hrs**
**Credits 3 cr**

**EDUC 80800 - Action Research**

The purpose of this course is to explore various aspects of a movement in education and educational research in which educators (e.g., P-12 teachers, school administrators, etc.) actively participate in making change in their practice through conducting systematic inquiry and research. The course will provide a broad overview of the epistemological, political, and methodological issues associated with the idea of practitioner research.

*prereq or coreq: EDS 80300 Qualitative Research Methods*

**Hours 3 hrs**
**Credits 3 cr**

**EDUC 80900 - Case Studies in Education: Institutions, Schools, Programs, Classrooms, and Individuals.**

This course examines case study as a research design in educational contexts. The unit of study can include institutions, schools, programs, and individuals. A variety of topics will be explored, including becoming familiar with types of case studies, conceptualizing case study research, creating research questions, generating data, use of analytic methods, and application of case study findings to leadership and practice. In addition, the course will feature related, sometimes overlapping, methodological approaches such as portraiture and narratives. The course engages students in substantial study and critique of current and "classic" cases in educational research based on candidates' fields of interest. Particular attention will be paid to ethical considerations in conducting case study research in urban schools and communities.

**Hours 3 hrs**
**Credits 3 cr**

**SPED 80000 - Introduction to Doctoral Studies: Theory and Research in Curriculum and Teaching**

This course provides a brief overview of theory and research in curriculum and teaching. Students will consider how their own positionality influences ways in which they read and interpret educational research. Conversely, students will also understand how a researcher's positionality influences all aspects of their research, including: questions asked; theoretical framework adopted; methodologies chosen; data collection; analysis and interpretation of data; results or findings; and implications. Students will also engage in studying selected influences of curriculum history, particularly
post 1945-present. These influences include: The Cold War, Civil Rights Movement, The War on Poverty, No Child Left Behind, and the Standards Movement. This course will serve as a beginning to cultivating student interests in developing their own research studies by weaving together theory, research, practice, and policy within education.

*Hours 3 hrs
Credits 3 cr

**SPED 80100 - Research on Effective Practice and Curriculum for Students with Disabilities**

This course provides the opportunity to consider disability in the context of schools and society—with view to engaging with, and critiquing, existing research in the fields of special education and disability studies in education (DSE). We will be mindful of how the disposition and paradigm of researchers influences all aspects of their work including: problems identified; questions asked; methods used; analysis employed; findings or results; interpretations, and: implications. This course focuses on the nature of evidence-based practice involving students with disabilities within specific contexts. The course is designed to provide a foundation for the course work, independent scholarship, and educational research that students will undertake in the process of completing the doctoral degree.

*Hours 3 hrs
Credits 3 cr.

**SPED 80200 - Enhancing Achievement through Family & Community Relationships**

This course examines the role of school, family and community in educational policy and practice. Students will read and critique a variety of theoretical frameworks about the intersection of home, school, and community; analyze current research on the impact of family and community engagement on student learning and school improvement; explore policies at local, state, and federal level.

*Hours 3.0
Credits 3.0

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels
Credits 3

**ECC 70400 - Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program I students in early childhood; see ECC 70500 and ECC 70600.)
EI 7000 - Language and Literacy: Birth through Kindergarten

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

EI 70600 - Language and Literacy: K through Grade 2

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

EI 70700 - Language and Literacy: English Language Learners

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

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

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

EI 70900 - Mathematical and Scientific Thinking in Early Childhood
Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

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

**ECC 71000 - Early Childhood Mathematics: Birth through Grade 2**

Theories and research that focus on the relationship between children's development and learning of mathematical concepts and skills. Appropriate mathematics activities for children from birth to second grade and ways of assessing mathematical learning in diverse infant, toddler, preschool, and grade K–2 settings. (Required in Program 1.)

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

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

Theories and research of scientific thinking in young children; the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Ways of assessing science learning in infant, toddler, preschool, and grade K–2 settings. (Required in Program 1.)

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

**ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)**

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

*prereq: ECC 70300
Hours 15 hrs of seminar plus 50 hrs in the field
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**ECC 71300 - The Expressive Arts in Early Childhood**

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.
ECC 71400 - Health, Safety and Nutrition in Early Childhood

This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

prereq or coreq: ECF 70000

ECC 71500 - Educational Technology in Early Childhood

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

ECC 71600 - Student Teaching in Early Childhood Settings (KC)

A full semester of student teaching in one of the required age/grade levels (Pre-K, K, grades 1-2) that supplement pre-student teaching field experience (Birth-3, preK-2).

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

Hours 30 hrs of seminar plus 60 days of student teaching

Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings (KC)

Two student teaching placements of 30 days each at different age/grade levels (Pre-K–K and 1–2).

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

Hours 30 hrs of seminar plus 60 days of student teaching

Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ECC 71700 - Supervised Practicum in Early Childhood (KC)

This course has two key components: (1) A full semester of practicum in Pre-K, K, or grades 1-2 and (2) biweekly seminar (30 hours). It builds on prior coursework and field experiences by providing guidance and reflective discussion that allow teacher candidates to enhance their teaching skills in early childhood education settings. Specific information regarding professional issues, ethical behaviors, and child advocacy is provided and reviewed. In addition, this course will align the practicum experience with the expectations of the edTPA in order to support teacher candidates with the preparation and submission of their portfolios.

prereq: ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200
Hours Bi-weekly seminar (30 hrs)
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting (KC)

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

Hours 15 hrs of seminar plus conferences,
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ECC 71800 - Early Childhood Student Teaching (KC)

This is a college supervised experience and is offered during the regular academic year and in the summer to facilitate the opportunity for practice at a different age/grade level than ECC 71700. This course has two key components: (1) a minimum of 30-days of student teaching in Pre-K, or grades 1-2 and; (2) biweekly seminar (15 hours).

prereq: ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200
Hours Bi-weekly seminar (15 hrs)
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ECC 71850 - Early Childhood Bilingual Student Teaching (KC)
Student teaching for 30 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)
Hours 15 hrs of seminar plus 30 days of student teaching
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**ECC 71951 - Special Topics in Early Childhood Education**

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

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

**ECC 71952 - Special Topics in Early Childhood Education**

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

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

**ECC 71953 - Special Topics in Early Childhood Education**

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

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

**ECC 72000 - Integrative Seminar in Early Childhood Education**

Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)
Credits 3
ECC 80100 - Research and Practice in Early Childhood Education

Overview of the historical and social influences on early childhood research and practice. Candidates will gain a comprehensive understanding of the significant policy, programmatic and pedagogical factors affecting the formal, symbolic and societal curricula, within and across early childhood education and care settings.

Hours 3 hrs
Credits 3 cr

ECF 70000 - Child Development: Birth to Age Eight

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

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

ECF 70100 - Social and Historical Contexts of Early Childhood Education

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

Hours 45 hrs
Credits 3

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

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

prereq: ECF 70000
Hours 45 hrs
Credits 3

SPEDE 76500 - Special Topics in Early Childhood Special Education

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

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

SPEDE 76700 - Field Experiences in Early Childhood Special Education with an Annotation in Severe Disabilities
prereq: SPEDE 77000, SPED 79000, and SPED 79100
prereq or coreq: SPEDE 77100
Hours 15 hour seminar plus 30 hrs of fieldwork in one of the following age/grade levels: 0-3; 3-5; or Kindergarten, grades 1 and 2 in a program for children with severe disabilities.
Credits 1 cr

SPEDE 76800 - Fostering Development in Young Children with Diverse Abilities: Historical, Political, and Inclusive Perspectives

This course explores the variability of development in infants and young children, and related developmental promotion approaches, through a lens of cultural, linguistic, and ability diversity. Functional developmental competencies and the range of developmental consequences within specific diagnoses will be examined, including the implications for supporting learning and development in classrooms, homes, and communities. The evolution of laws, regulations, and inclusive practices to current early intervention and early childhood special education recommended practices will be situated within this developmental framework.

prereq or coreq: ECF 700 (for Program 1 students only)
Hours Includes 5 hrs field experience,
Credits 3

SPED 76900 - Evaluation, Assessment, and Program Planning for Infants and Young Children with Special Needs (KC)

Developmentally appropriate and recommended practices for assessing the development and learning of young children from infancy through age 7 years (second grade) and identifying family strengths and supports. Application of tools, observations, and discussions with informed others to make decisions in screening, evaluation and program planning will be explored within a transdisciplinary team. Students must receive a grade of B or better.

prereq or coreq: ECF 700 and ECC 703 (for Program 1 students only); and SPEDE 768
Hours Includes 15 hrs field experience,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77000 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods. Students must receive a grade of B or better.

prereq or coreq: SPEDE 76800 and SPEDE 76900; OR SPED 70000 and SPED 79000; OR SPED 70050 and SPED 79000
Hours Includes 15 hrs field experience,
Credits 3
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPEDE 77100 - Autism Spectrum Disorder: Characteristics and Implications for Intervention

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

prereq or coreq: SPEDE 770
Hours Includes 5 hrs of field experience
Credits 3 cr

SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

prereq: SPEDE 768 OR SPED 700
Hours Includes 5 hrs of field experience
Credits 3 cr

SPEDE 77300 - Families, Parenting, and Family-Professional Partnerships: Theories, Research, and Practices (KC)

This yearlong course focuses on the significant influence of the family in early childhood learning and development and evidence-based strategies for creating and sustaining effective family-professional partnerships to optimize family and child outcomes in classroom, home, and community settings. The developmental process of parenting, family capacity-building approaches, and convergence of family and professional expertise to promote child learning and development will be examined across diverse cultures, languages, abilities, settings, and urban contexts.

prereq or coreq: SPEDE 770
Hours 3.0 (YL)
Credits 3.0 (YL)
Includes 5 hrs field experience.

This is a yearlong course.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.
prereq: SPEDE 77000 and SPEDE 77200 (for all programs); and ECC 70400 or ECC 70900 (for Program 1 students only)
Hours 3 hrs: includes 5 hrs field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

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

prereq or coreq: SPEDE 76900
Hours 15 hrs,
Credits 1 cr

SPEDE 77600 - Introductory Field Experience in Early Childhood Special Education (KC)

Preparatory experience in a program supporting young children with diverse abilities; emphasis on what it means to be an early intervention/early childhood special education professional; One field placement of 10 days in a Kindergarten or Grade 1 or 2 setting.

prereq: ECC 71200 (for Program 1 students only)
prereq or coreq: SPEDE 77000
Hours 2 hrs.
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1 and 2, grades 3–6; both of these experiences must be with children who have autism spectrum disorders.

prereq or coreq: SPEDE 77100 or permission of the program coordinator
Hours 30 hours seminar plus 60 hours of field experience,
Credits 2 cr
SPEDE 77750 - Student Teaching: Early Childhood Special Education with Annotation in Severe Disabilities

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

prereq: SPEDE 76700
Hours 30 hrs seminar plus 40 days,
Credits 4 cr

SPEDE 77800 - Student Teaching in Early Childhood Special Education (KC)

Supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1–2) setting; practice in implementation of skills developed through coursework and an abbreviated field experience. (Note that students who take SPEDE 77800 must also take SPEDE 77900 in addition to either SPEDE 77910 or SPEDE 77920 and the placement for SPEDE 77800 must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2 – than SPEDE 779. One semester of SPEDE 778 or SPEDE 779 must be in a PreK setting.)

prereq: SPEDE 77600, ECC 71200
prereq or coreq: SPEDE 77100
Hours 1.0
Credits 1.0
(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

30 hrs seminar plus 30 days student teaching

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77810 - Initial Student Teaching in Early Childhood Special Education (KC)

First, full semester, supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1–2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.10 must also take either SPEDE 77820 or SPEDE SPEDE 77920 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting.)

prereq: SPEDE 77600
Hours 3 hrs. plus full semester of student teaching
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77820 - Final Student Teaching in Early Childhood Special Education (KC)

Second, full-semester, intensive supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1–2) setting; practice in implementation of skills developed through coursework and
field experiences. (Note that students who take SPEDE 778.20 must have already taken either SPEDE 77810 or SPEDE 77910 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting.)

prereq: SPEDE 77400 and either SPEDE 77810 or SPEDE 77910

Hours 3 hrs. plus full semester of student teaching
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

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

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

prereq: SPEDE 76700
Hours 30 hrs seminar plus 20 days,
Credits 2 cr
(Note that students who take SPEDE 77850 must also take SPEDE 77950 and the placements must be at different age/grade levels. Students must be in an early childhood program with learners with severe disabilities for the entire semester.)

SPEDE 77900 - Practicum in Early Childhood Special Education (KC)

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

prereq: SPEDE 77600, ECC 71200
prereq or coreq: SPEDE 77100
Hours 30 hrs seminar plus conferences,
Credits 2
(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth–five], Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPEDE 77910 - Initial Practicum in Early Childhood Special Education (KC)

First intensive supervised experience designed as a practicum at the candidate's job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.10 must also take SPEDE 77820 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)
prereq: SPEDE 77600  
Hours 3 hrs plus full semester of practicum experience in worksite  
Credits 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPEDE 77920 - Final Practicum in Early Childhood Special Education (KC)

Second intensive supervised experience designed as a practicum at the candidate's job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.20 must have already taken SPEDE 77810 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

prereq: SPEDE 77400 and SPEDE 77810  
Hours 3 hrs. plus full semester of practicum experience in worksite  
Credits 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

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

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

prereq: SPEDE 76700  
Hours 30 hrs seminar plus conferences,  
Credits 2 cr

SPEDE 77951 - Practicum in Early Childhood Special Education (KC)

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq: By permission  
Hours 3 hrs  
Credits 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPEDE 78000 - Language Teaching Approaches and Strategies for Young Children with Autism Spectrum Disorders
Assessment and instructional approaches to teaching language to young children with autism, including picture communication systems. Verbal behavior and visual supports for early literacy: collaboration with speech language therapists and parents.

prereq or coreq: SPEDE 77100 or permission of the program coordinator
Credits 1 cr

SPEDE 78100 - Incidental Teaching and Other Naturalistic Behavioral Strategies

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

prereq or coreq: SPEDE 77100 or permission of the program coordinator
Credits 1 cr

SPEDE 78200 - Higher Functioning Children with Autism Spectrum Disorders

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

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

SPEDE 78300 - Inclusion of Children with Autism Spectrum Disorders

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

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

SPEDE 79900 - Field Experiences in Childhood Special Education (KC)

This is a supervised practicum and seminar with practice in the implementation of skills developed through coursework and field experiences. This course will provide the teacher candidate with an expanded range of experiences in early childhood special education settings. In addition, the course will heighten the teacher candidate's focus on critical features of best practice as defined by the recommendations of the Council for Exceptional Children. This will help to strengthen the teacher candidate's skills in analyzing and utilizing a range of instructional strategies.

Hours 30
Credits 2
This is a year-long course

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDF 713 - CEDF 71300 - Child and Adolescence Development
This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours 3 hrs
Credits 3 cr

CEDF 71300 - Child and Adolescent Development

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

Hours 3 hrs
Credits 3 cr

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs
Credits 3

COCO 70100 - Counseling Skills and Interviewing Techniques (KC)

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

Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COCO 70200 - Theories of Counseling

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

Hours 45 hrs
Credits 3

COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

Hours 45 hrs
Credits 3
COCO 70500 - Vocational Assessment and Placement

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

Hours 45 hrs
Credits 3

COCO 70600 - Group Counseling (KC)

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

prereq: COCO 70100 and COCO 70200
Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COCO 70700 - Multicultural Aspects of Counseling

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

Hours 45 hrs
Credits 3

COCO 70800 - Measurement and Appraisal

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

Hours 45 hrs
Credits 3

COCO 70900 - Research Methods in Counseling

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

Hours 45 hrs
Credits 3

COCO 71000 - Chemical Dependency: Issues in Counseling

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.
COCO 71100 - Supervision and Administration in Counseling

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

prereq: COCO 70600 and COCO 71800

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

COCO 71300 - Career Counseling and College Readiness

This course offers a comprehensive introduction to the career readiness and college access counseling role of the school counselor working within the K-12 school setting. By utilizing a multicultural and social justice framework the course will explore career readiness and college access from a holistic and lifespan developmental perspective. In view of the CACREP standards this course will explore and appropriately address the American School Counselor Association (ASCA) national domains in academic, career and the personal needs of K-12 students from Kindergarten through high school as it relates to their career exploration and college access.

coreq: COCO 725/726

COCO 71500 - Family Systems and Counseling Issues

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

COCO 72300 - Transition from School to Adult Living for Youth with Disabilities

Services, programs, and processes for facilitating the transition of youth with disabilities and youth at risk from school to work, postsecondary education, independent living, and adult roles.
COCO 72700 - Special Topics in Counseling

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

*Hours 45 hrs.*
*Credits 3 cr.*

COCO 72800 - Special Topics in Counseling

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

*Hours 45 hrs.*
*Credits 3 cr.*

COCO 73500 - Seminar in Chemical Dependency

Counseling Skills and Techniques Introduces students to the various types of counseling involved in working with people who are chemically dependent. Students will have the opportunity to test skills and techniques necessary for counseling in a variety of settings that serve people with chemical dependencies.

*Hours 45 hrs.*
*Credits 3 cr.*

COCO 74100 - Independent Study

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

*Hours 15 hrs (supervised).*
*Credits 1 cr.*

COCO 74200 - Independent Study

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

*Hours 30 hours (supervised).*
*Credits 2 cr.*

COCO 74300 - Independent Study

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

*Hours 45 hrs hours (supervised).*
*Credits 3 cr.*

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.
**COUNM 71700 - Psychopathology: Diagnosis and Treatment**

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

*Hours 45*
*Credits 3*

**COUNM 71800 - Practicum in Mental Health Counseling (KC)**

This course is designed for students to continue building the counseling skills and self-awareness developed in previous counseling program course work. This practicum provides students with a semester-long opportunity to begin gaining actual counseling experience at an agency/school while being supervised by an on-site supervisor. In conjunction with this course seminar and fieldwork hours, students also participate in individual, weekly supervision with a Hunter College instructor (COUNM 71900: Individual Supervision).

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

*prereq or coreq: DSM-IV Workshop*
*Credits 3*

**COUNM 72000 - Mental Health Counseling: Program Development and Evaluation**

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

*prereq or coreq: DSM-IV Workshop*
*Hours 45*
*Credits 3*

**COUNM 72500 - Internship in Mental Health Counseling I (KC)**

This course and fieldwork is a continued experience in applying techniques of mental health counseling with selected populations in a variety of settings. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. This course is designed for students to gain additional counseling knowledge, skills, and self-awareness about how their
client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COUNM 71800 and COUNM 71900
prereq or coreq: COUNM 71700
Hours 3 + clinical fieldwork
Credits 4.0

COUNM 72600 - Internship in Mental Health Counseling II (KC)

The second part of the mental health counseling internship follows COUNM 72500 Internship in Mental Health Counseling I. This course is designed for students to continue to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COUNM 72500
Hours 3 + fieldwork
Credits 4.0

COUNS 71700 - Foundations of School Counseling

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

Hours 45
Credits 3

COUNS 71800 - Practicum in Counseling (KC)

This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

prereq: COCO 70100; COCO 70200
prereq or coreq: COCO 700; COUNS 719; COUNS 717
Hours 100
Credits 3 credits
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**COUNS 71900 - Advanced Counseling Skills and Contemporary Issues**

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

**prereq:** COCO 70100 and COCO 70200  
**coreq:** COUNS 71800  
**prereq or coreq:** COUNS 71700  
**Hours** 3 hrs.  
**Credits** 3 cr.  
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**COUNS 72100 - Counseling Interventions for Children and Adolescents**

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

**prereq:** COCO 70800  
**Hours** 45  
**Credits** 3

**COUNS 72200 - Consultation and Collaboration with School, Family, and Community**

This course provides school counselors with the knowledge and skills to create a supportive school climate that includes collaborative work with school personnel, family, and community to cultivate an inclusive, nurturing, and physically safe learning environment for school stakeholders, including students, staff, families, and community. Specifically, counselors will gain the knowledge and skills to be school leaders and engage in consultation, collaborative problem solving, and systems-level interventions in school settings. Theories, models and processes of consultation and change with administrators, teachers, parents, community and mental health agencies, and students will be addressed. Consultation within a cross-cultural and ethical framework will be emphasized with particular focus on students with behavioral and learning issues. The majority of this course will be devoted to learning about and developing skills and strategies required to conduct collaborative consultation services. The course format and assignments include lecture, applied case work, group work, student presentations and class discussion.

**prereq or coreq:** COUNS 72500  
**Hours** 3 hrs.  
**Credits** 3 cr.

**COUNS 72500 - Internship in Counseling I (KC)**

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with effectiveness as a counselor while working with students in a K-12 school setting. Specifically, students will complete 300 fieldwork hours under the supervision of a certified school counselor while simultaneously taking a group supervision course at Hunter College taught by a Hunter faculty member.
prereq: COCO 71800 and COCO 71900
prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100
Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 72600 - Internship in Counseling II (KC)

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with their effectiveness as a counselor. Students will continue developing school counseling skills, including data analysis and action plans, responsive services, and consultation with school personnel.

prereq: COCO 72500
Hours 4 hrs.
Credits 4 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNM 71900 - Advanced Counseling Skills and Contemporary Issues

This clinical course is designed to improve basic counseling skills and provide training in advanced counseling skills. It also provides the opportunity to apply counseling skills and knowledge to address contemporary issues in mental health counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This course will allow students to apply theoretical knowledge and approaches to interventions, and assess their professional strengths and areas that need improvement. Under the supervision of the instructor, students will receive in-depth training to process their clinical skills and gain additional self-awareness. Students will also expand their conceptualization skills and understanding of appropriate counseling approaches and strategies.

prereq: COCO 70100 and COCO 70200
coreq: COUNM 71800
prereq or coreq: COCO 70000, COCO 70600, and COUNM 71600
Hours 3
Credits 3

COUNR 71600 - Resources and Foundations of Rehabilitation

History, philosophy, and principles of the vocational rehabilitation process. Economic, legal, ethical, and social issues influencing rehabilitation services. Observation of services available in state, city, and private agencies.

Hours 45 hrs
Credits 3

COUNR 71800 - Practicum in Counseling (KC)

To be arranged in selected field settings. Experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. Students seeking the bilingual extension will do this practicum in a setting in which they can work with Spanish-speaking clients.
coreq: COCO 71900
prereq or coreq: COCO 70000 and COCO 706 and COUNR 71600
Hours 3 (includes 100 hours fieldwork)
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNR 71900 - Advanced Counseling Skills and Contemporary Issues

This clinical course is designed to both reinforce and improve basic counseling skills and provide training in advanced counseling skills. It also will provide the opportunity to apply counseling skills and knowledge to address contemporary issues in rehabilitation counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This experience will allow students to apply theoretical knowledge and approaches to interventions and assess his/her professional strengths and areas that need improvement. Under the supervision of the instructor students will receive in-depth training to process their clinical skills and gain additional self-awareness. The students will also expand their conceptualization formulation and understanding of appropriate counseling approaches and strategies.

prereq: COCO 70100 and COCO 70200
coreq: COUNR 71800
Hours 3
Credits 3

COUNR 72000 - Medical Aspects of Disability

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

Hours 45 hrs
Credits 3

COUNR 72500 - Internship in Counseling 1 (KC)

Continued experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor.

prereq: COUNR 71800 and COUNR 71900
prereq or coreq: COUNR 72000
Hours 4 (includes 300 hours fieldwork)
Credits 4

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNR 73000 - Counseling with the Aging

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.
**COUNS 71800 - Practicum in Counseling (KC)**

This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

*prereq: COCO 70100; COCO 70200
prereq or coreq: COCO 70000; COUNS 71900; COUNS 71700
Hours 3 (includes 100 hours fieldwork)
Credits 3
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**COUNS 71900 - Advanced Counseling Skills and Contemporary Issues**

This course is designed to identify critical and emerging issues/concerns among students in K-12 schools. The school context and professional issues in school counseling will be emphasized, including the school counselor's role as a social justice advocate and leader. This course also focuses on developing advanced counseling skills to help students in their growth as a professional school counselor and expand their counseling skills beyond basic micro-counseling skills.

This experience allows the student to apply theoretical knowledge and approaches to interventions and assess their professional strengths and areas that need improvement. Under the supervision of an experienced certified school counselor, students receive in-depth training to gain additional self-awareness, expand on their case conceptualization formulation, further hone their counseling and documentation (ex: Individualized Education Plan, etc.) skills. And students will enhance their understanding on how multicultural and ethical issues impact the counseling process.

Furthermore, students will learn how their own motivations or needs, values and individual characteristics can either facilitate or hinder their effectiveness as a counselor. Supervision in counseling will also address academic achievement, personal/social development and career development, community resources, referral procedures, followup and advocacy.

*prereq: COCO 70100 and COCO 70200
coreq: COUNS 71800
prereq or coreq: COUNS 71700
Hours 3
Credits 3*

**COUNS 72000 - Culminating Seminar in School Counseling**

With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review.

(Taken last semester prior to graduation)

*prereq: COCO 70900
prereq or coreq: COCO 72600*
COUNS 72500 - Internship in Counseling I (KC)

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with effectiveness as a counselor while working with students in a K-12 school setting. Specifically, students will complete 300 fieldwork hours under the supervision of a certified school counselor while simultaneously taking a group supervision course at Hunter College taught by a Hunter faculty member.

prereq: COUNS 71800 and COUNS 71900
prereq or coreq: COUNS 721, COCO 706
Hours 4 (includes 300 hours fieldwork)
Credits 4
A grade of B or better is required to pass the course.
A grade of F or WU results in dismissal from the program.
The course may only be repeated once.

COUNS 72600 - Internship in Counseling II (KC)

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with their effectiveness as a counselor. Students will continue developing school counseling skills, including data analysis and action plans, responsive services, and consultation with school personnel.

prereq: COUNS 72500
Hours 4 (includes 300 hours fieldwork)
Credits 4
A grade of B or better is required to pass the course.
A grade of F or WU results in dismissal from the program.
The course may only be repeated once.

EDPS 70000 - Educational Psychology Proseminar

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

Credits: none

EDPS 70100 - Statistics and Statistical Computing in Education I

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

Hours 60
Credits 4
EDPS 70200 - Educational Research Methods

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

*Hours 60*
*Credits 4*

EDPS 70300 - Learning and Behavior Theories

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

*Hours 60*
*Credits 4*

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

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

*prereq: EDPS 70200*
*coreq: EDPS 70300*
*Hours 60*
*Credits 4*

EDPS 71200 - Multicultural Issues in Learning and Instruction

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

*prereq or coreq: EDPS 70200*
*Hours 3*
*Credits 3*

EDPS 71300 - Cognition and Educational Technology

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

*Hours 3*
*Credits 3*

EDPS 71400 - Course Title Applied Motivation Theory in Education
The goal of this graduate course is to review the major questions, methods, and theories of motivation in educational psychology—both past and present. A historical perspective is provided as a foundation for understanding the evolution and development of various theories of motivation in educational and psychology, which shape current thinking and research in the field. Furthermore, contemporary methods, research, and theory will be provided. Implications for practice will be discussed.

*Hours 3  
*Credits 3

**EDPS 72100 - Statistics and Statistical Computing in Education II**

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

*prereq: EDPS 70100, EDPS 70200  
*Hours 60  
*Credits 4

**EDPS 72200 - Tests and Measurement**

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

*prereq: EDPS 70100  
*coreq: EDPS 70200  
*Hours 3  
*Credits 3

**EDPS 72300 - Educational Program Evaluation**

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

*Hours 3  
*Credits 3

**EDPS 72500 - Assessment in Schools**

The goal of this graduate course is to introduce students to the field of educational assessment taken broadly, with a focus on how academic assessments are used in prek-16 education within the US and internationally in the 21st century. Students will become familiar with theory, research, and practice in the areas of classroom assessment, assessment of teacher quality, and assessment of large educational systems. Students will acquire the knowledge and skills to critique assessment policies in terms of implementation, ethics, and impacts.

*Hours 3  
*Credits 3
EDPS 74100 - Mediating Factors in Student Achievement

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

*prereq: EDPS 70300
*Hours 60
*Credits 4

EDPS 74200 - Qualitative Research Methods in Education

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

*Hours 3
*Credits 3

EDPS 74300 - Special Topics in Educational Psychology

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

*prereq: EDPS 70100, EDPS 70200, EDPS 70300
*Hours 60
*Credits 4

EDPS 74900 - Independent Study in Educational Psychology

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

*Credits 1 - 4

EDPS 79000 - Educational Psychology Seminar

This is semester 1 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

*prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100
EDPS 79100 - Educational Psychology Seminar 2

This is semester 2 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79000, and either EDPS 72100 or EDPS 71100

EDPS 79500 - Educational Psychology Thesis Research 1

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

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100

EDPS 79600 - Educational Psychology Thesis Research 2

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

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79500, and either EDPS 72100 or EDPS 71100

HED 71400 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

prereq or coreq: CEDF 70900

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.
**LATED 71200 - Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin**

Familiarizes prospective teachers of grades 7–12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Close work with the design and evaluation of classroom lessons and materials in the context of national and state standards will be emphasized.

*prereq: completion of 18 credits of graduate Latin courses
prereq or coreq: SEDF 70400
Hours 45 hrs, including conferences,
Credits 3*

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

Familiarizes prospective teachers of grades 7–12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Innovative uses of technology, development of instructional units, individualizing for students with special needs, exploring aspects for a student-centered classroom will be emphasized.

*prereq: LATED 71200
prereq or coreq: SEDF 70500
Hours 2 hrs plus 36 hrs fieldwork,
Credits 2*

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

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program.

*prereq: LATED 71300
Hours 2 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr*

**LATED 74110 - Practicum in Latin, Grades 7-9**
Supervised practicum in the teaching of Latin in grades 7–9. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 74110 must also take LATED 74120.

**prereq:** LATED 71300  
**Hours** 2 hrs plus conferences,  
**Credits** 2 cr

**LATED 74120 - Practicum in Latin, Grades 10-12**

Supervised practicum in the teaching of Latin in grades 10–12. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 74120 must also take LATED 74110.

**prereq:** LATED 71300  
**Hours** 2 hrs plus conferences,  
**Credits** 2 cr

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

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

**prereq or coreq:** ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500  
**Hours** includes 10 hrs in the field analyzing language use of ESL learners  
**Credits** 3 cr

**EDLIT 73100 - Literacy Assessment: Birth–Grade 6 (KC)**

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards.

**prereq or coreq:** ECC 70400 and EDLIT 73500  
**Hours** 45 hrs and 15 hrs in the field assessing diverse learners  
**Credits** 3 cr  
This Key Course requires a grade of B or better.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**EDLIT 73200 - Children’s Literature**
Exposure to the breadth, depth, and utilization of children's literature and its role in children's development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined.

*Hours* Includes 5 hrs in a classroom-based dramatic demonstration  
*Credits* 3 cr

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

Development and assessment of writing skills including analysis of techniques and environments that foster writing development in all children (ESL, gifted, special needs). State writing standards and technology are integrated.

*Hours* Includes 15 hours in the field observing and analyzing writing development  
*Credits* 3 cr

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

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

*prereq or coreq:* ECC 70400 and EDLIT 73500  
*Hours* Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy  
*Credits* 3 cr

**EDLIT 73500 - Survey of Instructional Approaches in Literacy Education: Grades K-12**

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

*Hours* Includes 5 hours fieldwork  
*Credits* 3 cr

**EDLIT 73600 - Practicum in Literacy Assessment (KC)**

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

*prereq: EDLIT 73100*  
*Hours* Includes 15 hours of diagnosis, under supervision, of students with reading difficulties  
*Credits* 3 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
EDLIT 73700 - Practicum in Literacy Intervention (KC)

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

prereq: EDLIT 73600
Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 73900 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Pre-K-6

Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in early childhood and childhood settings, with emphasis on students with special needs.

prereq or coreq: None
Hours 3 (includes 15 hours fieldwork)
Credits 3

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

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

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

EDLIT 73902 - Special Needs Issues in Literacies within the Curriculum

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

prereq: EDLIT 73901
Hours 15 hrs,
Credits 1 cr

EDLIT 73903 - Adaptations and Modifications in Approaches to Literacy for Students with Special Needs
Adaptation and modification of instructional strategies, technology and curriculum in literacy for full inclusion of children with disabilities.

prereq: EDLIT 73902  
Hours 15 hrs,  
Credits 1 cr

EDLIT 74000 - Leadership in Literacy (KC)

Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master's in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.

prereq: EDLIT 74500; minimum of 27 credits in the literacy program  
Hours 45 hrs  
Credits 3 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

EDLIT 74100 - Selected Topics

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

prereq or coreq: approval of the instructor  
Hours 45 hrs,  
Credits 3 cr  
This is an elective course.

EDLIT 74200 - Practicum in Literacy (KC)

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.

prereq: Pre-requisite EDLIT 73100  
Hours 15 hr seminar plus 50 hrs in the field,  
Credits 1 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

EDLIT 74500 - Literacy Research for Change

This course aims at learning to understand and use research methodologies in literacy education—qualitative, quantitative and mixed methods. The culminating project is a comprehensive literature review in an area of literacy education, which will lead to a staff development project in the final course, EDLIT 74000, Leadership in Literacy. Course participants will not only become informed consumers of literacy research but also teacher researchers.
advocating for diverse, urban student populations.

*prereq: EDLIT 73100 or EDLIT 75600*

**EDLIT 75200 - Practicum in Literacy (KC)**

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.

*prereq: Pre-requisite EDLIT 75600*

**Hours** 15 hours in seminar and 50 hours of field experience

**Credits** 1

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

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

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

**Hours** includes 15 hours fieldwork

**Credits** 3

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

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

*prereq: Pre-requisite EDLIT 73500 and EDLIT 75500*

**Hours** 3.0

**Credits** 3.0

Includes 10 hours in classrooms focused on literacies within the disciplines.

**EDLIT 75500 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Grades 5-12**

Exploration of historical, theoretical and researchbased teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in secondary settings, with emphasis on students with special needs.

**Hours** (includes 15 hours fieldwork)

**Credits** 3
EDLIT 75600 - Literacy Assessment: Grades 5-12 (KC)

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instruction planning and meeting NYS English Language Arts performance standards.

prereq: 9 credits in the content core

Hours includes 15 hours in the field assessing diverse learners
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

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

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

prereq: EDLIT 75600

Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

MUSED 67700 - Methods of Teaching Instrumental Music in Grades Pre-K-12

Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

prereq or coreq: SEDF 70400

Hours 3 hrs plus 18 hrs of fieldwork
Credits 2 cr

MUSED 67800 - Methods of Teaching Vocal and General Music in Grades Pre-K-12

Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.
CEDC 75400 - Differentiating Curriculum for Gifted and Talented Learners

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

Cross-listed SPED 75400

EDABA 72000 - Managing Behavior Analytic Records

This course provides a comprehensive review of the legal and ethical management of behavior analytic records in the context of professional behavior analytic practice. Topics to be covered include the legal and regulatory requirements for behavior analytic record keeping along with use of behavior analytic data in professional practice.

EDABA 74000 - Philosophy of Behaviorism

This course examines radical behaviorism in a broad historical, theoretical, and philosophical context. Works by B. F. Skinner and analyses and extensions of these works will be discussed. Radical, contextual, methodological, and feminist behaviorism will be analyzed and their historical roots investigated. Readings will explore major conceptual issues such as determinism, mentalism, selection by consequences, freedom, control, and responsibility. Finally, the course will cover social issues and cultural design as applications of behavioral thinking.

EDABA 75000 - Analysis of Verbal Behavior

This course introduces students to a behavior analytic approach to language and to the interaction between speakers and listeners. The course will cover types of elementary verbal behavior. Students will learn to recognize examples of these concepts as they occur in everyday life. Research articles that report on teaching verbal behavior to learners will be analyzed.

EDABA 755000 - Functional Behavior Assessment
This course examines various behavior analytic assessment methods that are designed to identify the function of challenging behavior. Both experimental and non-experimental assessment methodologies will be examined along with methods of data collection and analysis.

_prereq: EDABA 795 or EDABA 798_

**Hours 3**

**Credits 3**

**EDABA 77000 - Practicum in Applied Behavior Analysis I (KC)**

This course is designed to teach students about personnel supervision and management and to give them some experience conducting fieldwork. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from discriminated operants, reinforcement schedules, and social learning. applied behavior analytic interventions is required. Specific topics to be covered during this course include: how to go about accruing certification hours, securing a supervision contract, and how to adequately train and supervise staff.

_prereq: EDABA 795 and approval of graduate advisor_

**Hours 3**

**Credits 3**

Includes 180 hours of field experience.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDABA 77100 - Practicum in Applied Behavior Analysis II (KC)**

This course is the second of a two-course sequence in conducting fieldwork in applied behavior analytic settings. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from applied behavior analytic interventions is required.

_prereq: EDABA 770 and approval of graduate advisor_

**Hours 3**

**Credits 3**

Includes 180 hours of field experience.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDABA 78000 - Thesis I (KC)**

This course is the first course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct a literature review, develop a research proposal, and apply for necessary research approvals.

_prereq: EDABA 790, EDABA 791 and approval of graduate advisor_

**Hours 3 plus conferences**

**Credits 3**

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDABA 78100 - Thesis II (KC)**

This course is the second course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct an original research project based on the proposal developed in EDABA 780.

*prereq: EDABA 780 and approval of graduate advisor
Hours 3 plus conferences
Credits 3*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDABA 78500 - Clinical Capstone 1**

This course is the first course in a two-course sequence in which students conduct a literature review on a relevant applied topic and then write a clinical handbook or create a clinical training module based on this review. Under the supervision of a faculty advisor, students in EDABA 78500, identify a relevant area of behavior analytic application, conduct a comprehensive literature review on the topic, and defend the review to a committee of experts.

*prereq: EDABA 79000, EDABA 79100, EDABA 79600, EDABA 75500, and graduate academic advisor approval
Hours 3
Credits 3.0*

**EDABA 78600 - Clinical Capstone 2**

This course is the second course in a two-course sequence in which students write a clinical handbook or create a clinical training module based on recommendations from their literature review in EDABA 78500. This will occur under the supervision of a faculty advisor. The final product will be defended in front of a committee of experts.

*prereq: Approval of graduate academic advisor.
Hours 3
Credits 3.0*

**EDABA 79000 - Single-Subject Research Design**

This course is an introduction to single-subject research methods used in applied behavior analysis. In addition, data collection, data analysis, and data presentation will be covered.

*Hours 45
Credits 3*

**EDABA 79100 - Ethics and Professionalism for Applied Behavior Analysts**

This course provides an introduction to ethical and professional behavior for applied behavior analysts. Topics to be covered include a variety of ethical and professional issues for applied behavior analysts as they relate to research and practice.
EDABA 79300 - Applied Behavior Analytic Autism Intervention for Adults

This course examines applied behavior analytic intervention for adults with autism spectrum disorder. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include promoting independence, social skills, healthcare, leisure skills, vocational skills, employment, and managing problem behavior. Other areas to be covered include motivational systems, behavior assessment and staff training.

EDABA 79500 - Applied Behavior Analysis I (KC)

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

EDABA 79600 - Applied Behavior Analysis II (KC)

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

prereq: EDABA 79500

EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.
EDABA 79900 - Applied Behavior Analytic Autism Intervention

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

prereq: EDABA 79500 or EDABA 79800

SPED 70000 - Issues and Practices in Educating Students with Disabilities

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

Hours 45 hours; includes 5 hours of field experience
Credits 3

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

Hours 3 hrs
Credits 3 cr

SPED 70100 - Assessment of Students with Disabilities

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

prereq or coreq: SPED 70000
Hours 45 hours; includes 10 hrs of field experience
Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

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

**Hours 45**  
**Credits 3**  

**SPED 70151 - Advanced Preparation in Educational Assessment**

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

**Hours 45**  
**Credits 3**  

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

**prereq or coreq:** SPED 70000  
**Hours 45 hours; includes 15 hrs of field experience**  
**Credits 3**

**SPED 70250 - Classroom Management in Special Education and Inclusive Settings**

Develops skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

**prereq or coreq:** SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100  
**Hours Includes 20 hrs of field experience, 45 hrs,**  
**Credits 3 cr**

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

**prereq:** SPED 70000  
**coreq:** current employment as a teacher or enrollment in student teaching
SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.

prereq or coreq: SPED 70000
Hours 15 hrs,
Credits 1 cr

SPED 70450 - Teaching Culturally and Linguistically Diverse Students

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education.

prereq: SPED 70000 or SPED 70050
Hours 3 hrs
Credits 3 cr

SPED 70500 - Use of Instructional Technology in Special Education

Computer lab course focused on both broadly based and specialized applications for supporting students with learning disabilities, mild, moderate mental retardation, and behavioral disorders. Focus on select number of tools and their multiple uses. Also, overview of specialized computer curriculum software, web resources, and assistive technology for students with severe disabilities.

prereq or coreq: SPED 70000
Hours 30 hrs lab,
Credits 1 cr

SPED 70550 - Use of Instructional Technology in the Special Education Classroom

This course explores how technology can support students with learning disabilities and behavior disorders. More than simply a "how to" course, this class aims to give teachers the tools needed to best assist their students and evaluate the use of technology in their classrooms. This is a lab course where some of the learning occurs over blocks of time spent in direct experience. Class sessions are: demonstrations; hands-on exploration; feedback; coaching; and direct exploration of both hardware and software, applying them both as teacher tools and as instructional means for students with disabilities.

prereq: SPED 70000 or SPED 70050
SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100
Hours (includes 10 hours of field experience),
Credits 3 cr

SPED 70700 - Research Seminar: Issues in Special Education (KC)

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

Hours 45 hrs,
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.
**Hours 45**
**Credits 3**

**SPED 70751 - Advanced Seminar in Special Education Practice (For those in Advanced Preparation in Special Education)**

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

**Hours 45**
**Credits 3**

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308*

**prereq:** SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
**prereq or coreq:** SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

**Hours 45**
**Credits 3**

**SPED 71051 - Independent Study in Special Education**

Designed to allow advanced students to further their understanding and skill within special education.

**Hours 15-45 hrs,**
**Credits 1-3 cr**

*Students must obtain the approval and participation of a special education adviser to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.***

**SPED 71052 - Independent Study in Special Education**

Designed to allow advanced students to further their understanding and skill within special education.

**Hours 15-45 hrs,**
**Credits 1-3 cr**
Students must obtain the approval and participation of a special education adviser to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71053 - Independent Study in Special Education**

Designed to allow advanced students to further their understanding and skill within special education.

*Hours 15-45 hrs,*  
*Credits 1-3 cr*  
*Students must obtain the approval and participation of a special education adviser to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.*

**SPED 71151 - Independent Study in Deaf and Hard-of-Hearing**

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

*Hours 15-45 hrs,*  
*Credits 1-3 cr*  
*Students must obtain the approval and participation of their adviser to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.*

**SPED 71152 - Independent Study in Deaf and Hard-of-Hearing**

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

*Hours 15-45 hrs,*  
*Credits 1-3 cr*  
*Students must obtain the approval and participation of their adviser to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.*

**SPED 71153 - Independent Study in Deaf and Hard-of-Hearing**

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

*Hours 15-45 hrs,*  
*Credits 1-3 cr*  
*Students must obtain the approval and participation of their adviser to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.*

**SPED 71251 - Independent Study in Blindness and Visual Impairment**

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

*Hours 15-45 hrs,*  
*Credits 1-3 cr*  
*Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.*
SPED 71252 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

*Hours 15-45 hrs,
Credits 1-3 cr
Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.*

SPED 71253 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

*Hours 15-45 hrs,
Credits 1-3 cr
Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.*

SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment (KC)

*Credits 1 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

SPED 72000 - American Sign Language I

An intensive first course in American Sign Language (ASL), designed to establish a foundation of ASL communicative competence. Emphasizes ASL grammar, vocabulary, receptive and expressive skills, fingerspelling, numbers, and spatial and pronominal reference.

*prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience, 90 hrs lab,
Credits 3 cr*

SPED 72100 - American Sign Language II

This intensive course continues material covered in SPED 720. Emphasizes increased communicative competence in ASL, as well as grammar, vocabulary, and receptive and expressive skills.

*prereq: SPED 72000
Hours Includes 10 hrs of field experience 90 hrs lab,
Credits 3 cr*
SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. Differences are highlighted between ASL and English linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course.

prereq: SPED 72100
Hours 60 hrs lab,
Credits 2 cr

SPED 72300 - Math for Students with Learning Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 72350 - Math for Students with Disabilities (Non-LD Specialization)

Principles, methods, and specially designed mathematics instruction for students with disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

SPED 72400 - Writing for Students With Learning Disabilities, Methods 3 (KC)

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
**SPED 72450 - Writing for Students with Disabilities (for those not in LD Specialization), Methods 3**

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

*prereq: SPED 70000 or SPED 70050*

*Hours 2 hrs*

*Credits 2 cr*

**SPED 72500 - Student Teaching: Learning Disabilities Grades 1-6 (KC)**

This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Learning Disabilities and English Language Learners.

*prereq: SPED 70000 or SPED 70050; SPED 78200; SPED 78400*

*Hours 3 hrs*

*Credits 3 cr*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPED 72550 - Supervised Practicum: Learning Disabilities Grades 1-6 (KC)**

This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Learning Disabilities and English Language Learners.

*prereq: SPED 78200; SPED 78400*

*Hours 3 hrs*

*Credits 3 cr*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing**

History of theory, practice and conceptualizations in the education of students who are deaf and hard-of-hearing. The study of language acquisition (English and ASL), bilingualism, and learning English as a second language in hearing and deaf children. Linguistic understanding and analysis of the components of language proficiency. Educational settings, issues of inclusion, and use of technology.

*Hours Includes 10 hours of field experience 45 hrs,*

*Credits 3 cr*
SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of-Hearing: Methods 1

Theoretical and practical aspects of deaf children's receptive and expressive language use. Instructional procedures used to facilitate language acquisition in deaf and hard-of-hearing children and their learning to read and write. Assessment, instructional procedures, specific remediation techniques, and technology supports.

prereq: SPED 70000 and SPED 73000
coreq: must take SPED 73300 in semester immediately following.
Hours 3 hrs
Credits 3 cr.
Fall only

SPED 73300 - Math and Across-the Curriculum Adaptations for Students who are Deaf and Hard-of-Hearing: Methods 2

Methods for assessing and teaching deaf and hard-of-hearing students in mathematics, science, social studies, other content areas, and time/space organization. Focus on math concept development and compensations; reading/writing and the arts across the curriculum; and organizational strategies for school, home and life.

prereq: (immediate preceding semester) SPED 73100
prereq or coreq: SPED 70000
Hours Includes 15 hrs of field experience
Credits 3 credits
Spring only

SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing

Psycho-acoustic aspects of speech sounds and their relationship to speech acquisition in hearing and deaf children. Effects of various degrees of hearing loss on speech acquisition; sense modalities in speech production; typical voice and speech errors in deaf and hard-of-hearing children; methods, procedures, materials, and technology used for speech development and remediation; inclusion of deaf and hard-of-hearing students.

prereq or coreq: SPED 70000
Hours Includes 5 hrs of field experience
Credits 3

SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing

Principles and methods of teaching speech and auditory training. Methods, procedures and materials used in development of oral communication, supports for inclusive settings and use of technology.

prereq or coreq: SPED 70000
SPED 73700 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 12 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills prerequisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 721, SPED 733

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 721, SPED 733

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 73752 - Practicum: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

_prereq or coreq: SPED 721, SPED 733
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

SPED 73753 - Practicum: Deaf and Hard-of-Hearing, Grade 7–12

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

_prereq or coreq: SPED 721, SPED 733
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

_prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

_prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching
Credits 2
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 73762 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 5-9 (KC)**

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300  
Hours 30 hrs seminar, plus conferences,  
Credits 2

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 73763 - Supervised Practicum: Deaf and Hard-of-Hearing, Grade 7–12 (KC)**

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 7300, SPED 73300  
Hours 30 hrs seminar, plus conferences,  
Credits 2

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)**

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

prereq or coreq: SPED 70000  
Hours includes 10 hrs of field experience  
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)**

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

*prereq or coreq: SPED 74000  
Hours Includes 10 hrs of field experience  
Credits 3*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments**

Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.

*prereq or coreq: SPED 74000, SPED 74100  
Hours Includes 15 hrs of field experience  
Credits 3*

**SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)**

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

*prereq or coreq: SPED 74000, SPED 74100  
Hours Includes 10 hrs of field experience  
Credits 3*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 74400 - Assistive Technology for Learners with Visual Impairments**

Course provides students with hands-on experiences with access technology options for individuals who are blind or
visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

**SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments**

Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

**SPED 74600 - Educational Implications of Learners Who Are Deafblind**

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

**SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments**

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

**SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12 (KC)**
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired at two grade levels that do not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, adapting sensory environments, selecting appropriate learning media, adapting curriculum through tactile graphics, developing IEPs, and forming partnerships with families.

**prereq or coreq:** SPED 74000, SPED 74100  
**Hours** 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,  
**Credits** 4 cr

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

**prereq or coreq:** SPED 74000, SPED 74100  
**Hours** 30 hrs seminar, plus conferences, plus 20 days student teaching,  
**Credits** 2 cr

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

**prereq or coreq:** SPED 74000, SPED 74100  
**Hours** 30 hrs seminar, plus conferences, plus 20 days student teaching,  
**Credits** 2 cr

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*
SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours structured conferences, plus 20 days student teaching,
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnership with families.

prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences, plus 20 days student teaching
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

*Hours includes 10 hrs field experience, 45 hrs*
*Credits 3 cr*

SPED 75000 - The Study of Behavior Disorders

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs.

*prereq or coreq: SPED 70000*
*Hours Includes 20 hrs of field experience*

SPED 75051 - The Study of Behavior Disorders (KC)

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs. Advanced students must complete individually-tailored assignments.

*Hours 45*
*Credits 3*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders (KC)

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students.

*prereq or coreq: SPED 75000*
*Hours Includes 20 hrs of field experience*
*Credits 3*
**This Key Course requires a grade of B or better to pass.**
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders (KC)**

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students. Advanced students must complete individually-tailored assignments.

*Hours 45*
*Credits 3*

**SPED 75200 - Student Teaching: Behavior Disorders, Grades 1–3 and 4–6 (KC)**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instructions at grade levels 1–3 and 4–6. Factors influencing teaching and management outcomes such as family influences.

*prereq: SPED 75000*
*prereq or coreq: SPED 75100 or SPED 78150*
*Hours 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels, Credits 4 cr*

**SPED 75250 - Student Teaching: Behavior Disorders, Grades 1–3 (KC)**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes such as family influences.

*prereq: SPED 75000*
*prereq or coreq: SPED 75100 or SPED 78150*
*Hours 30 hrs seminar, plus conferences, plus 20 days student teaching, Credits 2 cr*

**This Key Course requires a grade of B or better to pass.**
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75251 - Student Teaching: Behavior Disorders, Grades 4–6 (KC)**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

*prereq:* SPED 75000  
*prereq or coreq:* SPED 75100 or SPED 78150  
*Hours:* 30 hrs seminar, plus conferences, plus 20 days student teaching  
*Credits:* 2 cr  

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75252 - Supervised Practicum: Behavior Disorders, Grades 1–3 (KC)**

Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

*prereq:* SPED 75000  
*prereq or coreq:* SPED 75100 or SPED 78150  
*Hours:* 30 hrs seminar, plus conferences  
*Credits:* 2 cr  

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75253 - Supervised Practicum: Behavior Disorders, Grades 4–6 (KC)**

Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

*prereq:* SPED 75000  
*prereq or coreq:* SPED 75100 or SPED 78150  
*Hours:* 30 hrs seminar plus conferences  
*Credits:* 2 cr  

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
SPED 75254 - Student Teaching: Behavior Disorders Grades 1-6 (Part 1) (KC)

This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Behavior Disorders.

_prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75255 - Supervised Practicum: Behavior Disorders Grades 1-6 (Part 1) (KC)

This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the 83 exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Behavior Disorders.

_prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75256 - Student Teaching: Behavior Disorders Grades 1-6 (Part 2) (KC)

This student teaching seminar and supervision is the first of two semester-long experiences intended to provide supported teaching, practical knowledge, and increased facility with specialized practices for working with students with special learning needs.

_prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75257 - Supervised Practicum: Behavior Disorders Grades 1-6 (Part 2) (KC)

This practicum seminar is intended to provide supported teaching experiences, practical knowledge, and increased facility with specialized practices when working with students with special learning needs.

_prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity**

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

*Cross-listed* (Cross-listed with CEDF 75300.)
*Hours* 45 hrs includes 10 hrs field experience
*Credits* 3 cr

**SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners**

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

*Cross-listed* (Cross-listed with CEDF 75400.)
*Hours* Includes 10 hrs field experience
*Credits* 3

**SPED 75500 - Assessment and Instruction for Diversely Gifted Learners**

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

*Cross-listed* (Cross-listed with CEDC 755.)
*prereq or coreq*: SPED 75300 and SPED 75400
*Hours* Includes 20 hrs field experience

**SPED 75600 - Professional Discourse and Leadership in Gifted Education**

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

*Cross-listed* ADSUP 75600, CEDC 75600, CEDF 75600
*prereq or coreq*: SPED 75300 and SPED 75400
*Hours* Includes 10 hrs field experience
SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

prereq: SPED 74000, 74100
Hours: Includes 10 hrs field experience
Credits: 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

prereq: SPED 76000
Hours: Includes 10 hrs field experience
Credits: 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100
Hours: 45 hrs,
Credits: 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments (KC)

Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100
Hours: 230 hrs,
Credits: 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments (KC)

Provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100
Hours 230 hrs,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 76500 - Intermediate Orientation and Mobility (KC)

Theories related to perception, learning and development of individuals who are blind or visually impaired, and/or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq or coreq: SPED 76500, 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar (KC)

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.
prereq or coreq: SPED 76500, 76600, 76800, 76900

Hours 30 hrs seminar, plus conferences plus 340 hours of internship.
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment, evaluation and lesson plan/execution, the systems of mobility used by persons who are visually impaired, and indoor travel techniques used by persons with visual impairments navigating familiar and unfamiliar buildings. Fifteen day summer course.

prereq or coreq: permission of adviser

Hours 3 hrs
Credits 3 cr.
Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course provides instruction in, lesson sequencing, pedagogical and andragogical methods for O&M instruction for persons who are blind or visually impaired. Through observation, and practice, this course develops competencies in teaching travel techniques used by persons with visual impairments.

prereq: SPED 76800

Hours 3 hrs
Credits 3 cr.
Two week summer course.

SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities (KC)

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas.

coreq: SPED 77200
prereq or coreq: SPED 70000

Hours 45 plus 10 field hours
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I (KC)
On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 77100
prereq or coreq: SPED 70000
Hours 30 hours of seminar plus 25 field hours
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 77300 - Math Methods for Adolescents with Disabilities (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000
coreq: SPED 77300
Hours 2 hrs: 15 hours of seminar plus 22 lab/clinical hours
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 77500 - Supervised Student Teaching of Adolescents with Learning Disabilities (KC)**

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities or mild/moderate intellectual disabilities in grades 7-12. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.
prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 3 hrs: 30 hrs of seminar plus conferences plus 60 days student teaching
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77550 - Supervised Practicum: Grades 7-12 (KC)

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 -or- 70050; SPED 77100; SPED 77200
Hours 3 hrs: 30 hours seminar, plus conferences plus 60 days student teaching
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77551 - Supervised Student Teaching: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching
Credits 1.5 cr

SPED 77552 - Student Teaching: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching
Credits 1.5 cr

SPED 77600 - Writing & Executive Function for Adolescents with Learning Disabilities

In this course students study the practice of teaching all aspects of writing to adolescents with learning disabilities by using various research-based approaches to address: handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.
**prereq:** SPED 70000 or SPED 70050  
**Hours** 2 hrs  
**Credits** 2 cr

**SPED 77700 - Supervised Clinical Teaching of Students with Learning Disabilities (KC)**

Year-long course. On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

**coreq:** SPED 78100  
**prereq or coreq:** SPED 70000  
**Hours** 15 hours seminar, plus 22 lab/clinical teaching hours  
**Credits** 3 (this course was listed in error as 2 credits in previous catalogs)  
**Year-long course**

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SPED 78000 - The Study of Learning Disabilities in Children and Adolescents**

History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

**prereq or coreq:** SPED 70000  
**Hours** 45  
**Credits** 3

**SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

**prereq:** SPED 70000 or 70050  
**Hours** 3 hrs: includes 10 hrs of field experience  
**Credits** 3 cr

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*
SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.
Includes 10 hrs of field experience.

prereq or coreq: SPED 70000
Credits 3

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)
On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

**coreq:** SPED 78100  
**prereq or coreq:** SPED 70000  
**Hours** 15 hrs seminar, plus 20 hrs lab,  
**Credits** 2 cr  
**Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)**

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)**

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

**Hours** 15 hrs seminar, plus 20 hrs lab  
**Credits** 2 cr  
*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

**prereq:** SPED 78100/78200  
**coreq:** SPED 78400  
**Hours** 45  
**Credits** 3  
**Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)**

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*
SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum.

prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use.

_prereq: SPED 781/782_
_coreq: SPED 783_
_Hours 15 hrs seminar, plus 20 hrs lab,_
_Credits 2 cr_
_Spring only_

_This Key Course requires a grade of B or better to pass._
_Any student who receives a grade of F or WU in this class will not be permitted to continue in the program._
_This course may be repeated only once._

SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use. Advanced students must complete individually-tailored assignments.

_Hours 15 hrs seminar, plus 20 hrs lab_
_Credits 2_

_This Key Course requires a grade of B or better to pass._
_Any student who receives a grade of F or WU in this class will not be permitted to continue in the program._
_This course may be repeated only once._

SPED 78500 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6 (KC)

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities in either grades 1–3 or 4–6, whichever is not covered in SPED 78200/SPED 78400. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

_prereq: SPED 70000 or SPED 70050; SPED 78200_
_Hours 3 hrs: 45 hrs seminar, plus conferences, plus a semester of student teaching_
_Credits 3 cr_

_This Key Course requires a grade of B or better to pass._
_Any student who receives a grade of F or WU in this class will not be permitted to continue in the program._
_This course may be repeated only once._

SPED 78550 - Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6 (KC)
Supervised practicum, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 78200/SPED 78400. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

**prereq:** SPED 70000 or SPED 70050; SPED 78200  
**Hours** 3 hrs: 45 hrs seminar, plus conferences, plus a semester of student teaching  
**Credits** 3 cr

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SPED 78551 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6**

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 78552.

**prereq:** SPED 70000 or SPED 70050; SPED 78200  
**Hours** 1.5 hrs: 30 hrs seminar, plus conferences, plus 30 days of student teaching  
**Credits** 1.5 cr

**SPED 78552 - Student Teaching/Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6**

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate intellectual disability in either grades 1–3 or 4–6, whichever is not covered in SPED 78551.

**prereq:** SPED 70000; SPED 78200  
**Hours** 1.5 hrs: 30 hrs seminar, plus conferences, plus 30 days of student teaching  
**Credits** 1.5 cr

**SPED 78900 - Practicum in Adolescent Special Education (KC)**

On-the-job supervised year-long classroom practicum on providing specially designed instruction in a special education teacher position/role for students in grades 7 - 12 with learning disabilities, behavior disorders and/or mild/moderate mental retardation. Entails supervisory observations by Hunter College faculty, with feedback conferences and individually tailored follow-up assignments for improving instructional planning, teaching, assessment, and student interactions. The 30-hour seminar focuses on effective instructional and behavioral strategies for the first year of teaching, including meeting the needs of students with severe/multiple disabilities (requires successful completion of online workshop related to students with severe/multiple disabilities).

**prereq or coreq:** SPED 70000  
**Hours** 30 hours seminar, plus conferences  
**Credits** 2 cr.  
**Year-long course**

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)**

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.

*prereq or coreq: SPED 70000*

*Hours 45 hrs,*

*Credits 3 cr.*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)**

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

*prereq or coreq: SPED 70000, SPED 79000*

*Hours Includes 15 hrs of field experience*

*Credits 3 cr.*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness**

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

*prereq or coreq: SPED 70000 or SPEDE 76800*

*Hours Includes 15 hrs of field experience*

*Credits 3 cr*

**SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness**
Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication. Advanced students must complete individually-tailored assignments.

**Hours includes 15 hrs of field experience**
*Credits 3*

**SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities**

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

**prereq: SPED 70000**
*Hours includes 10 hrs of field experience, 30 hrs*
*Credits 2 cr*

**SPED 79400 - Functional Language and Culture of Learners with Low Incidence Disabilities**

This course emphasizes language strategies for English language learners (ELL), cultural/family values, home/school partnerships, teacher expectations and assumptions, classroom environments, learning materials. Students are expected to relate and adapt curriculum and ELL instructional strategies to learners with severe disabilities.

**prereq: SPED 70600**
*Hours Includes 5 hrs of field experience,*
*Credits 1 cr*

**SPED 79500 - Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6**

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

**prereq or coreq: SPED 79000, 79100**
*Hours 30 hrs seminar, plus 40 days of student teaching at two grade levels,*
*Credits 4 cr*

**SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3 (KC)**

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.
prereq or coreq: SPED 79000, 79100

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6 (KC)

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

Hours 30 hrs seminar, plus 20 days of student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

prereq or coreq: SPED 79000, 79100

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3 (KC)

Supervised practicum in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 1–3. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

prereq or coreq: SPED 79000, 79100

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6 (KC)

Supervised practicum placement in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 4–6. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

Hours 30 hours seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79700 - Topics in Special Education

prereq or coreq: SPED 70000
Hours 15-45 hrs.
Credits 1-3

SPED 79800 - Topics in Special Education

In-depth study of one area relevant to teaching students with disabilities.

prereq or coreq: SPED 700
Hours 15-45 hrs,
Credits 1-3 cr

SPED 79900 - Topics in Special Education

In-depth study of one area relevant to teaching students with disabilities.

prereq or coreq: SPED 700
Hours 15-45 hrs,
Credits 1-3 cr

SPEDE 70700 - Research Seminar: Issues in Early Intervention and Early Childhood Special Education

Integration of theory, research and practice as related to the field of early childhood special education. Focus is on researching and applying evidence-based practices with fidelity across individuals and environments.

prereq or coreq: SPEDE 778.10 OR SPEDE 779.10
Hours 3 for 5 weeks
Credits 1 cr.

SPEDE 77051 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods.

prereq: By permission
Hours 3 hrs
Credits 3 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77151 - Autism Spectrum Disorder: Characteristics and Implications for Intervention

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school-aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

SPEDE 77251 - Positive Behavior Support (PBS) and Its Applications to Young Children with Special Needs

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences
Credits 2
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)
Credits 2 credits

36 days (30 hr Seminar plus 36 days) Pre-K
2 credits

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar plus 36 days student teaching K-2) , plus conferences
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 79552 - Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)
**SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

*prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, pre-K), plus conferences
Credits 2 cr.*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 79553 - Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

*prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, K-2), plus conferences
Credits 2 cr.*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**CEDCF 71000 - Social, Historical, & Philosophical Foundations of General and Bilingual Education: Theory and Practice**

This course provides a foundation for TESOL and Bilingual Education students in the historical, social and philosophical foundations of general and bilingual education with an emphasis on the development and current educational policies and practices of educating English language learners. Required for TESOL Program 1.

*Hours includes 10 hrs of fieldwork*  
*Credits 4*

**EDESL 70100 - Selected Topics in TESOL**

**EDESL 701-704 Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

*prereq: permission of TESOL adviser*  
*Credits 1 cr*

**EDESL 70200 - Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

*prereq: permission of TESOL adviser*  
*Credits 2 cr*

**EDESL 70300 - Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

*prereq: permission of TESOL adviser*  
*Credits 3 cr*

**EDESL 70400 - Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12
Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 4 cr

EDESL 70500 - Structure of English: A Pedagogical View

The total grammatical system of English seen functionally and pedagogically. Students examine research on various English language structures and develop optimum teaching approaches for presenting these structures.

prereq: LING 70100 or permission of TESOL adviser
Hours 45 hrs
Credits 3
Required of students in Programs One, Two, and the Adult Program.

EDESL 73200 - Second Language Literacy and Language

This course offers an in-depth treatment of the literacy and language knowledge needed for the teaching of literacy skills through the various content areas (math, science, social studies, literature) to English language learners. Requires 10 hours of fieldwork.

prereq or coreq: EDESL 78300
Hours 3 hrs plus 10 hrs of fieldwork
Credits 3 cr

EDESL 74100 - Teaching ESL Oral Skills

This course will begin by addressing theory and practice of both the acquisition and teaching of oral and listening skills in adult ESL. It will then focus on how oral and listening skills can be taught to adults from diverse cultural and linguistic backgrounds, addressing cognitive, emotional, social, and personal differences among students.

prereq: EDESL 70200, EDESL 70300
Hours 3 hrs
Credits 3 cr

EDESL 74200 - Teaching ESL Reading and Writing

The course will cover theories of reading and writing, as well as focus on the teaching methods and practices that grow out of them. The primary focus of the course will be the process of learning about how L2 literacy skills are acquired.

prereq: EDESL 70200, EDESL 70300
Hours 3 hrs
Credits 3 cr

EDESL 74300 - Language Assessment for Adult ESL Classrooms

This course introduces students to relevant theory and current practice in the area of language assessment and integrates the two in order to provide students with both conceptual understanding and practical experience with language assessment. The course will examine key concepts and current debates, including validity, reliability and the ethics of high-stakes testing.
**prereq:** EDESL 702 and EDESL 703  
*Hours* 3 hrs  
*Credits* 3 cr

**EDESL 75200 - Supervised Teaching 1 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.

*prereq:* Completion of 24 credits or permission of TESOL adviser  
*Hours* 3 hrs  
*Credits* 3 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**EDESL 75300 - Supervised Teaching 2 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

*prereq:* EDESL 75200  
*Hours* 3 hrs  
*Credits* 3 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**EDESL 76000 - Master's Essay Seminar in Educational Research**

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

*prereq:* completion of 24 credits or permission of TESOL adviser  
*Credits* 4

**EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL**

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing. Includes identification and diagnosis of ESL students with special needs. Required of students in Program 1 and Program 2.

*prereq:* EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser
EDESL 77000 - Content and Curriculum & Materials in Adult TESOL

An overview of current theory and practice in the design of content, curriculum, and materials for the teaching of Adult ESL, focusing primarily on designing ESL instruction for academic and adult continuing ESL contexts. Includes adult content area learning and English for Specific purposes, and integrating the 4 language skills.

prereq or coreq: pre- or coreq: EDESL 79600 or permission of TESOL adviser
Hours includes 10 hrs of fieldwork in Adult ESL classrooms
Credits 4

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610
Hours includes 20 hrs of fieldwork in K-12 classrooms
Credits 4

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: EDESL 79600/79610 and LING 70200 or permission of TESOL adviser
Hours includes 10 hrs of fieldwork
Credits 4

EDESL 77400 - Methods of TESOL in Academic Contexts

A course in teaching methods of English as a Second or Other Language (ESOL) in higher education and other academic settings, with a special focus on the teaching of academic writing skills.

prereq: At least 12 credits in the program, including EDESL 78200 and LING 70300
Hours 3
Credits 3

EDESL 77500 - Socio-Cultural Aspects of Language

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

Hours 3 hrs
Credits 3 cr
EDESL 77600 - Language Assessment in Adult TESOL

An overview of the theories, concepts, methods, and materials for assessing the language and content knowledge of adult ESL students. For students in Program 3.

prereq: EDESL 79600, LING 70200, EDESL 77000; coreqs: EDESL 77800, 77900, or permission of TESOL adviser

Hours includes 10 hrs of fieldwork in Adult ESL classrooms

Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: LING 70200, EDESL 79600/79610

Credits 4

10 hours of field experience.

EDESL 77800 - Teaching Oral Language Skills in Adult TESOL

An overview of current theory and practice in the teaching of oral skills (speaking, listening, and pronunciation) to adult ESL students, focusing primarily on designing ESL instruction to enhance students' skills in these areas. For students in Program 3.

prereq: EDESL 79600

prereq or coreq: pre- or coreq: EDESL 77000

Credits 4

EDESL 77900 - Teaching Reading and Writing Skills in Adult TESOL

An overview of the theory and practice of teaching reading and writing to adults in ESL, with considerations for the wide range of adult ESL learning contexts, including adult continuing education, college English/ESL programs and English for academic purposes. For students in Program 3.

prereq: prereq: EDESL 79600

prereq or coreq: pre- or coreqs: EDESL 7700 or EDESL 78700 or EDESL 77500

Credits 4

EDESL 78000 - Seminar in Educational Research (Master's Essay)

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination. This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

prereq: completion of 24 credits and permission of TESOL adviser

Credits 3 cr (year-long)

Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter grade upon satisfactory completion of all course requirements.
EDESL 78100 - Curriculum and Materials in Adult TESOL (KC)

Overview of the various curriculum and materials options for learning ESL/EFL (listening and an oral comprehension, speaking and conversation, reading and vocabulary building, writing and composing, textbook series for children and adults, dictionaries, computer-assisted learning materials, video programs and others). Attention is given to classroom management tasks, setting up and exploiting various learning environments, and general literacy concerns.

prereq or coreq: EDESL 78200

Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 78200 - TESOL Methods for Adult Education (KC)

A treatment of effective TESOL practices, classroom management, and learning environments appropriate to the adult classroom. Twenty-five hours of field experience/observation is a part of this course.

Hours 45 hrs
Credits 3 cr

Required of students in the Adult Program and an elective for students in the Pre-K–12 Programs One and Two who have been waived from a required course.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

Hours 3
Credits 3

Required for students in Program Two and Program Three (Adult Program).

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 78400 - Fieldwork in TESOL with Adults

Teaching practicum in a field setting with adult learners of English in the Community Outreach Program in English (COPE) on Saturdays. (Sabbath observers meet during the week.) During a weekly seminar, emphasis is placed on peer dynamics, classroom management and setting and exploiting learning activities and environments.
prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs
Credits 3
Required of students in the Adult Program.

**EDESL 78410 - Practicum in TESOL for Adults**

A hands-on Practicum/teaching experience with adult ESL students in the Community Outreach Program in English (COPE) at Hunter College, that serves as one of two culminating teaching experiences in the Adult Track of the TESOL Program. Students also meet in a weekly seminar immediately after their COPE classes. Required of students in Program 3.

prereq: prereq: completion of 24 credits or permission of TESOL adviser
Hours 30 hrs plus 60 hrs classroom teaching,
Credits 2 cr.

**EDESL 78420 - Student Teaching in TESOL for Adults**

A student teaching experience (with the guidance of a cooperating teacher) in an academic ESL context (either an Intensive ESL Program or a college ESL class), that serves as one of two culminating teaching experiences in the Adult Track of the TESOL Program. Students also meet in a weekly seminar to discuss their student teaching experiences. Required of students in Program 3.

prereq: prereq: completion of 24 credits or permission of TESOL adviser
Hours 30 hrs plus 60 hrs classroom teaching,
Credits 2

**EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12**

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs seminar plus student teaching and conference
Credits 2
this is a year-long course

**EDESL 78510 - Supervised Student Teaching in the Elementary School: Pre-K–6**

Supervised student teaching in Pre-K through grade 6 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in Pre-K–6; (2) Students with prior certification in another area must teach 20 days in Pre-K–6.

prereq: completion of 30 credits or permission of TESOL adviser
Hours 15 hr seminar plus student teaching and conferences,
Credits 2 cr.
Required of students in Programs One and Two. note: students should not take 788.10 if they are in this course
EDESL 78520 - Supervised Student Teaching in the Secondary School: Grades 7–12

Supervised student teaching in grades 7–12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in grades 7–12; (2) Students with prior certification in another area must teach 20 days in grades 7–12.

**prereq:** completion of 30 credits or permission of TESOL adviser

**Hours** 5 hrs seminar plus student teaching and conference,

**Credits** 2 cr

Required of students in Programs One and Two. note: students should not take 788.20 if they are in this course

EDESL 78600 - Phonetics of American English

Phonological (phonetic and phonemic) analysis of contemporary American speech.

**prereq or coreq:** LING 70100 or permission of TESOL adviser

**Hours** 45 hrs,

**Credits** 3 cr

Required of students in the Adult Program and for students in Pre-K–12 Programs One and Two who have been waived from a required course.

EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills. This course requires 30 hours of field experiences.

**prereq:** LING 70300, EDESL 78300 or permission of TESOL adviser

**Hours** 3 hrs

**Credits** 3 cr

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12 (KC)

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

**prereq:** completion of 24 credits or permission of TESOL adviser

**Hours** 60 hrs seminar plus student teaching and conference

**Credits** 2

this is a year-long course

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
EDESL 78810 - Supervised Practicum in the Elementary School: Pre-K–6

Teaching practicum at the elementary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices.

prereq: completion of 30 credits or permission of TESOL adviser
Hours 15 hr seminar plus supervised teaching and conferences,
Credits 1 cr
For students in Programs One and Two who teach ESL in an elementary school setting. note: students should not take 785.10 if they are in this course

EDESL 78820 - Supervised Practicum in the Secondary School: Grades 7–12

Teaching practicum at the secondary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices.

prereq: completion of 30 credits or permission of TESOL adviser
Hours 15 hr seminar plus supervised teaching and conferences,
Credits 1 cr
For students in Programs One and Two who teach ESL in a secondary school setting. note: students should not take 785.20 if they are in this course

EDESL 78900 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/ELF to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, materials development.

prereq: LING 701 or permission of TESOL adviser
Hours 45 hrs,
Credits 3 cr
Elective for students in the Adult Program and for students in the Pre-K–12 Programs One and Two who have been waived from a required course.

EDESL 79000 - Technology in TESOL: Adults

Through reading, class discussions, demonstrations, and hands-on applications, students are introduced to a range of technologies available to adult language learners in the computer laboratory, through distance learning, and on the Internet; students are also exposed to procedures in computer-assisted language learning (CALL) and computer-assisted instruction (CAI).

Hours 45 hrs,
Credits 3 cr
An elective for students in Program 3 and for students in Programs 1 and 2 who have been waived from a required course.

EDESL 79100 - Language Assessment in TESOL

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.
EDESL 79200 - Second Language Literacy and Technology

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

EDESL 79300 - Technology in TESOL: Pre-K–12

This mini-course covers basic technology and computer operations/concepts (second language learning software; accessing, generating, manipulating data, and publishing results); the use of technology in personal/professional growth; and the applications of technology for language instruction.

EDESL 79400 - Teaching ESL Students with Disabilities: Pre-K–12

Overview of issues and practices relevant to the teaching and learning of second language learners with special education needs.

EDESL 79500 - Health Education for Teachers of ESL: Pre-K–12

An overview of health promotion and wellness for teachers of ESL students from diverse ethnic/cultural backgrounds and different abilities in grades pre-K through grade 12. It includes child abuse and neglect, drug education, fire safety education, nutrition and fitness, and violence prevention.

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and
setting up learning environments. Required of students in Program 1.

Credits 4 cr.
includes 30 hours fieldwork

**EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages**

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork
Credits 4

**EDESL 79630 - Methodology of Teaching English to Speakers of Other Languages**

Hours 25 hrs fieldwork
Credits 4 cr.

**EDESL 79800 - Student Teaching in Academic ESL**

Hours 60 hrs fieldwork
Credits 2 cr

**EDESL 79900 - Adult Fieldwork / Practicum (KC)**

Hours 60 hrs fieldwork
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**ESESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL**

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing. Includes identification and diagnosis of ESL students with special needs. Required of students in Programs 1 and 2.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser
Hours includes 10 hrs fieldwork
Credits 4

**ESESL 77700 - Socio-Cultural Aspects of Language and Pedagogy**

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.
LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

*Hours includes 10 hrs fieldwork*

Credits 4

**LING 70300 - Analysis and Structure of English I**

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 15 hours of field experience.

*prereq or coreq: EDESL 78300*

*Hours 3 hrs*

*Credits 3 cr*

**LING 70400 - Analysis and Structure of English 2**

The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 10 hours of field experience.

*prereq: EDESL 78300, LING 70300*

*Hours 3 hrs*

*Credits 3 cr*

**LING 77300 - Instructed Second Language Acquisition (KC)**

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

*prereq or coreq: EDESL 78300; LING 70300*

*Hours 3 hrs*

*Credits 3 cr*

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference to the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.
This course requires 15 hours of field experience.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser
Credits 4
5 hours of field work.

ENGL 70100 - Introduction to Literary Studies

Introduction to methods of literary criticism, textual scholarship, and major critical approaches of the last eighty years.

ENGL 70200 - Introduction to Literary Theory and Criticism

Foundation course on the history of literary interpretation and contemporary approaches to texts.

Hours 3 hrs
Credits 3 cr.

ENGL 79000 - Topics in Fiction Writing: Workshop

Studio-style workshop of students' fiction, with weekly submissions and critique.

Hours 3 hrs
Credits 3 cr

ENGL 79100 - Topics in Poetry Writing: Workshop

Studio-style workshop of students' poetry, with weekly submissions and critique.

Hours 3 hrs
Credits 3 cr

ENGL 79200 - Topics in the Craft of Fiction

Seminar in craft of fiction; topics and readings will vary by semester.

Hours 3 hrs
Credits 3 cr

ENGL 79400 - Topics in the Craft of Poetry
Seminar in craft of poetry; topics and readings will vary by semester.

*Hours 3 hrs  
Credits 3 cr*

**ENGL 79500 - Topics in Creative Nonfiction Writing: Workshop**

Graduate writing workshop in creative nonfiction. Students will present creative nonfiction writings to be critiqued by members of the workshop and the instructor.

*Hours 3  
Credits 3*

**ENGL 79600 - Topics in the Craft of Creative Nonfiction**

Participants will study the writer's craft in creative nonfiction. Particular attention will be paid to strategies such as historical summary, clear concise presentation of facts, appropriate use of dialogue, as well as the employment of narrative techniques -- narration, description, dialogue, characterization, and use of time, through both set examples and writing exercises suggested by the works read.

*Hours 3  
Credits 3*

**ENGL 79701 - Poetry Thesis One**

This course gives students the conceptual framework to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time.

*prereq: ENGL 79101 and ENGL 79403  
Hours 3  
Credits 3  
Second Year MFA students only*

**ENGL 79702 - Poetry Thesis Two**

This course is a continuation of Thesis One and gives students the conceptual framework with which to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time. To this end, this course begins with an exploration of the history of the Modern Poetic Sequence and the Long Poem.

*prereq: Workshop 79101 and Craft 79403, Thesis One 79701  
Second Year MFA students only*

**ENGL 79800 - Writing in Conference**

Individual tutorial directed by a member of the writing faculty.

*Hours 3 hrs*
Credits 3 cr
To be taken in sequence with ENGL 79900 (MFA Thesis).

ENGL 79900 - MFA Thesis

Independent creative writing project, with regular advisory sessions with primary writing faculty adviser.

Hours 3 hrs
Credits 3 cr
To be preceded in sequence by ENGL 79800 (Writing in Conference).

ENGL 70400 - Beowulf and Other Early Texts

Detailed study of Beowulf and other selected texts written in Britain in the early Middle Ages, in their cultural, political and historical contexts.

ENGL 70500 - Chaucer's Early Works

A study of Chaucer's earlier works (exclusive of The Canterbury Tales) in their cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 70600 - Chaucer: Canterbury Tales and Later Works

Detailed study of The Canterbury Tales and later works in their cultural, political and historical contexts.

Hours 3 hrs
Credits 3 cr

ENGL 70700 - Studies in Medieval Literature

Selected Medieval texts in poetry and prose, both British and continental European, in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 71200 - 16th-century Poetry and Prose

Reading and analysis of texts of the sixteenth century in their cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 71300 - Shakespeare's Early Works

Study of selected texts, with emphasis on works written before 1600, in their cultural, political and historical contexts.

Hours 3 hrs
Credits 3 cr
**ENGL 71400 - Shakespeare's Late Works**

Study of selected texts, with emphasis on works written after 1600, in their cultural, political and historical contexts.

*Hours 45 hrs,  
Credits 3 cr*

**ENGL 71500 - Studies in Shakespeare**

Selected works by Shakespeare in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

*Hours 3  
Credits 3*

**ENGL 71600 - 16th- and 17th-century Drama excluding Shakespeare**

Exploration of British dramatic texts of the Early Modern period, in their cultural, political and historical contexts.

*Hours 3 hrs  
Credits 3 cr*

**ENGL 71700 - 16th- and Early 17th-Century Poetry and Prose**

Study of major forms of Early Modern poetry and prose, in their cultural, political and historical contexts.

**ENGL 71800 - Studies in Early Modern Literature**

Selected studies in the literature of the sixteenth through early eighteenth centuries, in its cultural, political and historical contexts.

**ENGL 72200 - Milton: Early Works and Paradise Lost**

A critical study of Milton's early works and his major epic Paradise Lost, in their cultural, political and historical contexts.

*Hours 3  
Credits 3*

**ENGL 72300 - Studies in Milton**

Selected works by Milton in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

*Hours 3  
Credits 3*

**ENGL 72500 - Studies in Restoration and 18th-century Literature**

Literary works of the Restoration and eighteenth century in relation to a theme, technique, genre, theoretical issue, or cultural consideration.
ENGL 73000 - 18th-century Poetry

Reading and analysis of eighteenth-century poems in their cultural, political and historical contexts.

ENGL 73100 - 18th-century Prose

An analysis of the rise of the British novel in the eighteenth century, and a consideration of other forms of prose in the period in their cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 73300 - Studies in 18th-century Literature

Selected study of eighteenth-century British and/or transatlantic poetry and prose in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 73400 - Early American Literature

A study of literature in the Americas from the sixteenth through eighteenth centuries in its cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 74000 - Romantic Poetry

Selected British and Continental poetry from the Romantic period, the late-eighteenth and early-nineteenth centuries, in its cultural, political and historical context.

Hours 3
Credits 3

ENGL 74100 - Studies in Romanticism

Selected study of British, Continental European, or transatlantic Romanticism in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 3
Credits 3

ENGL 74300 - Victorian Literature

Study of nineteenth century British poetry and prose works in their cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 74900 - 19th-century Prose of the United States
A study of selected nineteenth century prose works of the United States, both fiction and nonfiction, in their cultural, political and historical contexts.

*Hours 3
Credits 3*

**ENGL 75000 - 19th-century Poetry of the United States**

A study of selected nineteenth century poetic works of the United States, in their cultural, political and historical contexts.

*Hours 45
Credits 3*

**ENGL 75100 - 19th-century African American Literature**

An examination of poetry and/or prose, written by African Americans during the nineteenth century, in their cultural, political and historical contexts.

*Hours 3
Credits 3*

**ENGL 75200 - Studies in 19th-century Literature**

Selected study of British, American and/or other Anglophone nineteenth century literature in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

*Hours 3
Credits 3*

**ENGL 75300 - Studies in Late Victorian and Early Modernist Literature**

A study of literature of the fin-de-siècle in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

*Hours 3
Credits 3*

**ENGL 75400 - 20th-century British and Irish Prose**

A study of prose works of the twentieth century, written in Britain or Ireland, or by British or Irish writers, in their cultural, political and historical contexts.

*Hours 3
Credits 3*

**ENGL 75500 - 20th-century British and Irish Poetry**

A study of poetic works of the twentieth century, written in Britain or Ireland, or by British or Irish writers, in their cultural, political and historical contexts.
ENGL 75600 - 20th-century Prose of the United States

Fiction and nonfiction prose in twentieth century U.S. literature, in its cultural, political and historical context.

ENGL 75700 - 20th-century Poetry of the United States

Study of poetry written in the U.S. and the various poetic movements of the century, in their cultural, political and historical contexts.

ENGL 75800 - 20th-century African American Literature

An examination of poetry and/or prose, written by African Americans during the twentieth century, in their cultural, political and historical contexts.

ENGL 75900 - Studies in Modernism

Study of literary works of the modernist movement of the earlier twentieth century in U.S. and/or British literature, in their cultural, political and historical contexts.

ENGL 76000 - Later 20th-/Early 21st-century literature

Selected works in British and/or United States literature from the 1950s to the present in their cultural, political and historical contexts.

ENGL 76100 - Studies in 20th- and 21st-century literature

Study of representative literary works from the later 20th and early 21st centuries in their cultural, political and historical contexts.
ENGL 76500 - Studies in British and American Literature

Study of a topic, figure, critical issue or period in either British or American literature in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 76600 - Studies in Ethnicity and Race in Literature

Exploration of a specific topic pertaining to ethnicity and racial formation as it relates to the study of literature.

ENGL 76700 - Studies in Postcolonial/Transnational Literature and Theory

Study of postcolonial and/or transnational literatures in their cultural, political and historical contexts.

ENGL 76800 - Studies in South Asian and Indian Diasporic Literature

Study of South Asian literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 76900 - Studies in African and African Diasporic Literature Outside the U.S.

Study of African literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 77000 - Studies in Caribbean Literature

Study of Caribbean literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 77100 - Studies in African American Literature

Selected African American poetry and prose, in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 77200 - Studies in Asian American and Asian Diasporic Literature

Study of Asian American literatures in their cultural, political and historical contexts.

ENGL 77300 - Studies in U.S. Latina/o Literature

Study of U.S. Latina/o literatures in their cultural, political and historical contexts.

ENGL 77400 - Studies in Native American Literature

Study of Native American literatures in English in their cultural, political and historical contexts.

ENGL 77500 - Studies in Irish Literature

Study of Irish literatures from precolonial, colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 77600 - Studies in Digital Media
Study of British and American literary texts in relation to the digital arts, and exploration of theories of digital literary production.

**ENGL 77800 - Studies in Comparative Literature**
A study of two or more literary figures, genres, national or scholarly periods, or theoretical approaches, across or within national languages.

**ENGL 78000 - Studies in Drama, Theatre and Performance**
A literary studies approach to drama, theatre and performance.

**ENGL 78100 - Studies in Gender and Sexuality in Literature and Theory**
Exploration of the role of gender and sexuality in literature and literary theory.

**ENGL 78200 - Studies in Literature by Women**
An in-depth critical analysis of literature written by women, focusing on a specific period, topic and/or set of critical questions.

**ENGL 78400 - Studies in the Work of a Single Writer**
An in-depth study of a single writer, the critical conversations surrounding that writer, and that writer's legacy in her or his genre(s).

**ENGL 78500 - Studies in Literature and Language**
Study of the ways in which literary language reflects differing social and cultural contexts; exploration of phonology, semantics, and discourse theory.

**ENGL 78600 - Studies in Rhetoric**
Exploration of rhetoric in its cultural, political and historical contexts.

**ENGL 78700 - Studies in Literary Theory and Criticism**
An in-depth investigation of foundational and current trends in literary theory.

**ENGL 60700 - English Linguistics**
Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

*Hours 3  
Credits 3*

**ENGL 61500 - Rhetoric and Composition**
Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.  

*Hours 3*  
*Credits 3*

**ENGL 68100 - Reading Credit**  
Course of readings designed according to student's interests and needs. Work is directed by member of department.  

*Hours 1-3*  
*Credits 1-3*

**ENGL 78800 - Reading Credit**  
Course of readings designed according to student's interests and needs. Work is directed by a full-time faculty member of the department.

**ENGL 78900 - Master’s Thesis**  
Individual research and final thesis writing under faculty supervision. Required of all candidates for MA degree in British and American literature.

**EOHS 70200 - Introduction to Occupational Safety and Health**  
Introduction to basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards, and the regulations governing these hazards.  

*Credits 3*

**EOHS 70500 - Environmental Chemistry**  
Survey of chemical and physical concepts essential for understanding environmental and occupational health sciences, including study of the atmosphere, air and water pollution, and energy resources. Physical principles of heat and energy, and radioactivity will be discussed.  

*Credits 3*

**EOHS 74100 - Environmental and Industrial Hygiene Laboratory**  
Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.  

*prereq or coreq: EOHS 70500*  
*Hours 90 hrs lec and lab,*  
*Credits 4 cr*

**EOHS 747000 - Hazard Evaluation and Instrumentation**  
An introduction to instrumental methods used to assess environmental and occupational health hazards. Principles and operation of commonly used direct reading instruments and demonstration of their application.
EOHS 75400 - Environment and Occupational Toxicology

Introduction to principles of toxicology with emphasis on environment and occupational aspects. Systematic review of the toxicology of major organ systems; health effects of categories of toxins, such as solvents and metals; and review of toxicological testing and evaluation.

prereq: PH 75400 or PH 75100, EOHS 70200, EOHS 70500
Credits 3

EOHS 75500 - Industrial Ventilation and Indoor Air Quality

Advanced course. This course covers the fundamentals of design, operation and evaluation of air moving systems for local and dilution exhaust ventilation systems. Engineering controls are the preferred method for the control of airborne hazards in the workplace.

prereq: EOHS 70200 and PH 75400 or permission of the instructor
coreq: EOHS 70200 and PH 75400 with permission of the instructor
Hours 3 hrs
Credits 3 cr.

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500
Credits 3

EOHS 76200 - Noise and Radiation Hazards and Controls

Introduction to basic concepts of sound, noise measurement, and noise control in community and occupational environments. Health and safety problems involved with the use of ionizing and non-ionizing radiation, with an emphasis on identification and control.

prereq or coreq: EOHS 70500
Credits 3

EOHS 76500 - Environmental Audits and Remediation

Introduction to environmental investigation and remediation technologies commonly used in professional practice. Presents proper practices for assessing and remediating asbestos, lead-based paint, indoor air quality, and underground storage tanks situations and Phase I site audits.

prereq: PH 75000 or 75100
Credits 3
EOHS 71000 - Industrial Safety and Safety Management

Fundamental concepts and principles of industrial accident prevention and loss control; safety program organization; hazard recognition and evaluation; accident investigation; machine guarding; tire protection; personal protective equipment.

*Credits 3*

EOHS 74300 - Air Resource Management

Air pollution sources, types of pollutants, transport phenomena, effects on health and on vegetation and materials; air quality monitoring, criteria, standards, and control methods.

*Credits 3*

EOHS 74500 - Hazardous Waste Management

A review of the sources, transportation and control of hazardous chemical wastes. Regulatory requirements, disposal methods and health effects will also be presented.

*Credits 3*

EOHS 74600 - Water Resources

Water and waste water technology related to public health. Sources of water supply, distribution, treatment, chemical, biological and physical water pollutants and their health consequences. Review of federal legislation. Field trip to waste water treatment plant.

EOHS 75900 - Industrial Processes and Plant Visits

A review of major industrial processes and health hazards associated with each. Includes site visits to metropolitan NY industrial facilities during working hours.

*prereq: EOHS 75700
Credits 3*

EOHS 77000 - Topics in Environmental and Occupational Health Sciences

Courses on current topics in environmental and occupational health sciences.

*Offered periodically.*

EOHS 77025 - Topics: Biohazards and Emergency Response

This cross-listed undergraduate/masters class covers the biology of microorganisms and toxins most frequently considered in perpetrated attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, emergency communication, and prevention. In addition to classroom activities, students participate in group projects to simulate bioterrorism events and responses; government regulation, chain of evidence, and related topics are covered.
EOHS 77500 - Indoor Air Quality

A review of sources indoor air pollution and its evaluation and control. Topics include assessment techniques, air sampling, HVAC assessment and remediation approaches.

Credits 3

BIOS 75000 - Applied Biostatistics I

A follow up course to PH 7500/75100 and PH 75200/75300, covering intermediate-level statistical methods commonly used in public health research. Topics include: simple and multiple linear regression; logistic regression; residual analysis; variable selection. Focus on practical applications, utilizing statistical software.

Cross-listed STAT 75000
Prereq: PH 7500 or 75100 and PH 75200 or 75300
Credits 3

BIOS 75100 - Applied Biostatistics II

A follow up course to BIOS 75000, covering intermediate and advanced statistical methods commonly used in public health research. Topics include: log linear and generalized linear models; random and mixed effects models; survival analysis. Focus on practical applications utilizing statistical software.

Cross-listed STAT 75100
Prereq: BIOS 75000
Hours 3 hrs
Credits 3 cr.

EPI 75000 - Epidemiologic Methods I: Study Research Design

This course will provide an in depth understanding of the design and conduct of epidemiological studies, including causal inferences, measurement, major study designs, threats to validity, and urban public health applications. Examples will be based on the health of New York City residents. Prereq: ,

Cross-listed GC PH 82000
Prereq: PH 75100, PH 75300
Credits 3

EPI 75100 - Epidemiologic Methods II: Survey and Research Methods

This course will provide students with an understanding of the methods used to test research hypotheses; tools for selecting statistical tests appropriate for the particular study design and research hypotheses; and an ability to recognize the importance and impact of threat to validity such as confounding and bias. This course will also cover survey methods used in epidemiologic research.

Cross-listed GC PH 82100
EPI 75200 - Applied Research: Data management and analysis

This course provides students with the opportunity to apply epidemiological and statistical concepts using several datasets to answer a given research question and test the hypotheses associated with it.

prereq: BIOS 75100, EPI 75100 or instructor's permission
Credits 3

EPI 76400 - Epidemiology Methods III

This course exposes students to intermediate methods in epidemiologic research and provides students with an opportunity to consider how these strategies complement and advance the more commonly used strategies. Doctoral and master’s students will apply these concepts and theoretical knowledge to quantitative analyses using different types of epidemiologic data. Emphasis will be placed on developing practical skills relevant to contemporary epidemiologic research. Students will explore individual-level exposure-disease associations using classic study designs and techniques, as well as more recent methods that shift away from identifying individual risk factors for disease causation to the description and analysis of environmental systems that give rise to both exposures and health states. Students will also examine potential mediators of these relations.

prereq: EPI 75100 (Epidemiological Methods II) and BIOS 75100 (Applied Biostatistics II)
Open to MPH and EOHS-MS or departmental permission.
Hours 3 hrs
Credits 3 cr.

BIOS 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression and log-linear models.

Cross-listed STAT 75200
prereq: BIOS 75000

BIOS 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal & random effects models, time-dependent covariates, missing values.

Cross-listed STAT 75300
prereq: BIOS 75000

BIOS 75400 - Design and Analysis of Complex Surveys

This course provides an introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.
**Cross-listed STAT 75400**  
prereq: BIOS 75000

**BIOS 75500 - Survival Analysis**

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data, using case studies.

**Cross-listed STAT 75500**  
prereq: BIOS 75000

**BIOS 75600 - Data Analysis**

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics include: data summaries; transformations; the jackknife and resampling schemes; robust estimation; and robust regression methods.

**Cross-listed STAT 71600**  
prereq: BIOS 75000

**BIOS 75800 - Analysis of Variance**

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics including: one, two and many way layouts; decomposition and partitioning of variance; fixed, random, and mixed effects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

**Cross-listed STAT 71800**  
prereq: BIOS 75000

**BIOS 77000 - Topics in Biostatistics**

Courses on current topics in biostatistics.

*Offered periodically*

**BIOS 77001 - Applied Biostatistics III**

An advanced biostatistics course that focuses on mixed models, GEE for analysis of correlated data, management of missing data and imputation, propensity scoring, and causal inference.

prereq: BIOS 75100 and EPI 75100  
Credits 3

**EPI 75300 - Clinical Trials and Experimental Design**

This course provides students with the basic foundation of experimental design, with a focus on clinical trials (single and multi-center), intervention trials, and quasi experimental design, particularly in the field of public health. The strengths and limitations of these approaches in comparison with related observational epidemiologic studies will also be covered. Specific topics to be discussed include design options (sampling, treatment allocation, cluster randomization), sample size and power considerations, adverse event monitoring, and statistical analysis of trial data.
EPI 75400 - Social Epidemiology

This course will introduce public health and other interested graduate students to the sub-discipline of social epidemiology, including theory and methods. Specifically, students will gain an understanding of how an individual's interactions with factors associated with the social fabric of the society affect and shape health outcomes. This class will also examine the etiology and prevention of disease within both ecological (multi-level) and multidisciplinary frameworks.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75500 - Epidemiology of Chronic Diseases

This course provides students with epidemiological background information for the most common chronic disease conditions. In addition, the course provides students with hands on experience to characterize the frequency and impact of chronic diseases and their risk factors in New York City (NYC) using public data available through the Department of Health and Mental Hygiene.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75600 - Epidemiology of Infectious Diseases

This course will examine the role of epidemiology in understanding transmission, surveillance and control of infectious diseases. Special focus will be on emerging infectious diseases in urban settings.

prereq: PH 75000 or 75100, PH 75200 or 75300
Offered periodically.

EPI 75700 - Reproductive and Perinatal Epidemiology

This course covers current research, controversial issues, and methodological problems in the epidemiology of male and female reproduction and perinatal health. Topics include: epidemiology of fertility and infertility, contraception and hormone usage, reproductive cancers and other diseases, pregnancy complications, maternal mortality, adverse pregnancy outcomes and birth defects.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75800 - Nutritional Epidemiology

This course teaches concepts and principles used in nutritional epidemiology. It provides skills required to critically evaluate dietary assessment methodology and reviews current topics in nutritional epidemiology. In addition, the role of nutrition in health and how this applies to public health is discussed.

Cross-listed GC PH 81200
prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75900 - Environmental and Occupational Epidemiology
Using a case study approach, this course will explore epidemiologic methods for studying environmentally and occupationally related diseases. Key methodologic issues, such as exposure and outcome assessment, cumulative and multiple exposures, exposure pathways, research ethics, and policy implications of epidemiological findings will also be discussed. The focus will be on the environmental and occupational health of urban populations.

prereq: PH 75000 or PH 75100, PH 75200 or 75300, PH 75400

**EPI 77000 - Topics in Epidemiology**

Courses on current topics in epidemiology.

*Offered periodically.*

**EPI 77005 - Epidemiological Methods IV**

This seminar is intended to help students integrate the concepts and methods of epidemiologic research with specific inquiry directed at understanding and improving the health of urban populations. This seminar requires students to develop proposals for epidemiologic research, identify strategies for data analysis that incorporate the lessons learned in Epidemiology Methods courses I, II, and III, and to examine the application of those strategies to existing research. This course helps to "bring together" the epidemiology theory and methods that have been discussed throughout the rest of curriculum with the particular exigencies of urban public health.

prereq: EPI 75000/77000 or PUBH 82200 (CUNY Graduate Center)

*Credits variable credits*

**FILPL 37800 - Writing for TV**

Intensive advanced workshop in writing for television. Topic and genre change regularly. May be taken twice under a different topic for a total of six credits.

prereq: FILPL 27600

*Hours 3 hrs.*

*Credits 3 cr.*

**IMA 70000 - Visual Culture Seminar**

This course combines self-directed research in visual studies with an introduction to the comparative study of visual culture including approaches from art, media, philosophy and cultural studies contexts. This seminar is a workshop-format research-oriented, criticism-intensive exploration of visual culture methods across media, time periods and critical methods. Students will be asked to develop a Visual Culture Project on a research topic of their own choosing while sharing presentations of readings on topics related to theoretical approaches to visuality drawn from a variety of disciplinary frames designed to give students a broad overview of useful tools for thinking about the visual world.

*Hours 3*  
*Credits 3*

**IMA 70200 - History and Theory of Emerging Media**

An exploration of the history of digital and Internet-based art, approached through a comparative framework drawn from the aesthetic history of post-war computing, experimental cinema, and contemporary art history.
prereq: IMA 70000 or IMA 70100
Hours 3
Credits 3
Material Fee: $20

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70900 - History and Theory of the Documentary

This course examines canonical films from the first 100 years of documentary filmmaking in their historical and theoretical context, and analyzes the formal and technological innovations of documentary's pioneers. The course also explores the intersections of documentary art with other art forms and considers the opportunities and responsibilities of a documentary storyteller.

prereq: IMA 70000 -or- IMA 70100
Hours 4 hrs
Credits 3 cr.

IMA 75000 - Emerging Media 1

This hands-on production course introduces students to the practical fundamentals of visual studies, design, digital graphics and illustration. It is a foundations course in 2D design, illustration and digital imaging. Students are introduced to a range of media production equipment and techniques, including: The history of design, computer graphics, illustration and new media; Issues in visual studies; Image composition, framing, and layout; Typography and text/image relationships; and Basic imaging and vector based illustration software.

Hours 4 hrs
Credits 3 cr.

IMA 75100 - Documentary 1

This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.

Hours 4 hrs
Credits 3 cr.
Material fee: $20.00

IMA 75200 - Emerging Media 2

This hands-on class teaches you the skills needed to build basic, well-designed websites. Learn how to layout pages, format text, and optimize images for professional-looking web pages. The course covers HTML, CSS, introductory JavaScript and JS Frameworks, corresponding software as well as combination of text and graphics, creating and optimizing GIFs and JPEGs, animated GIFs. Lectures and exercises focus on creating cohesive websites with effective information architecture, well-designed interfaces, interactivity and usability. Throughout the semester readings relating to net culture, tactical media and other creative forms for network spaces will be required.

prereq: IMA 75000
Hours 4 hrs
Credits 3 cr.
IMA 75300 - Documentary 2

This workshop guides students through the process of producing and filming a documentary video project. Course work includes researching an idea, writing a proposal and script, developing interview subjects and/or situations for filming, and budgeting, scheduling and shooting the documentary project.

prereq: IMA 75100
Hours 4 hrs
Credits 3 cr.

IMA 79600 - Thesis Production

In this first part of a required two-course MFA capstone thesis sequence, students work individually with their primary thesis advisors to conceptualize, research, and develop an original creative thesis project. Students shape a practical and expressive project plan and produce the requisite preproduction elements needed to support the production of the thesis project the following semester.

prereq or coreq: Approval of IMA Program Director
Hours 3
Credits 3

IMA 79800 - Thesis Production

Thesis Production is the second part of a required two-course sequence in which students develop and produce an original thesis project as their capstone creative work in the IMA program. During this semester, students will engage in production and postproduction of their thesis projects.

prereq: IMA 796000
Hours 3
Credits 3

IMA 79900 - Thesis Extension

Thesis Extension is a continuation of thesis production for students who need additional time to complete their thesis project. This course can be taken twice for credit. Approval of Thesis Advisor and Program Director required.

prereq: IMA 798000 and approval of Program Director required
Hours 1
Credits 1

MEDPL 37800 - Writing for TV

Intensive advanced workshop in writing for television. Topic and genre change regularly. May be taken twice under a different topic for a total of six credits.

prereq: FILPL 27600
Hours 3 hrs.
Credits 3 cr.

IMA 70100 - Social and Historical Roots of Art and Culture
This seminar examines the social and historical context that has propelled and been influenced by art, media and culture from the 15th century to the present. Our core assumption is that the production of all forms of culture – material and non-material – is a fundamental way that we struggle to make sense of a world in which social change constantly challenges taken-for-granted reality. Special emphasis is given to the unique role of the artist as producer of culture, and to the rich inter-disciplinary literature that has examined the creative process and the practical and theoretical challenges faced by artists in a complex society.

prereq: IMA 70000
Hours 3
Credits 3

IMA 70300 - Documentary Expressions

This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.

prereq: none
Hours 4
Credits 3
Material Fee: $20

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70300 - Media and the Public Sphere

An examination of notions of the public sphere and democracy in relation to historically evolving forms of mass media.

prereq: IMA 70000 -or- 70100

IMA 70400 - Communications and the City

Urban imagery in mass media and its varying relations to problems of urban life.

Hours 3
Credits 3

IMA 70600 - Documentary Production

This workshop guides students through the process of producing and filming a documentary video project. Course work includes researching an idea, writing a proposal and script, developing interview subjects and/or situations for filming, and budgeting, scheduling and shooting the documentary project.

prereq: IMA 70300
Hours 4
Credits 3
Material Fee: $20

IMA 70800 - Global Communication

Current problems and issues of global communications.
IMA 71000 - Advanced Studio: Documentary

Provides students the opportunity to work on an advanced documentary project and participate in group and individual critiques with MFA faculty. Particular emphasis will be on helping students prepare for the MFA Thesis Project. Students may repeat this Advanced Studio once with a different project.

IMA 71300 - Visible Evidence: Realist Strategies in Film, Video and TV

An examination of the representational strategies through which film, video and TV images achieve verisimilitude, the appearance of transparently and objectively displaying reality.

IMA 72400 - Developing and Producing Non-Fiction Media

This course covers developing and producing non-fiction media for the screen across multiple platforms. Development topics include research methods, grant proposal and treatment writing, and creative project presentation. Producing fundamentals such as budgeting, scheduling, crewing, field producing, post-production, and deliverables are also covered. Students study different genres, formats and approaches to non-fiction production and complete a written proposal for a personal non-fiction project that is at the pre-production stage of development.

IMA 74200 - Web Documentary

This is a production course with a technical emphasis on popular code-based techniques for web development including HTML5, CSS, JavaScript, PHP and MySQL. Documentary-related media forms will be generated (including research, photography, audio and video content) to consider creative and documentary process for web dissemination. Throughout the semester, readings relating to net culture, tactical media and other creative forms for network spaces will be required.

IMA 74300 - Collective Documentary
This production workshop involves the student in all aspects of a collectively produced media project framed by a discussion of the theoretical issues of collaborative and collective media production, and an examination of the history of collective practices in the making of film and video from the 1930s to today.

prereq: IMA 75300  
Hours 4 hrs  
Credits 3 cr.

IMA 74400 - Digital Design: Print and Interactive Media

In this studio workshop course, the communicative capacities of various digital design formats and techniques will be creatively applied to the creation of four functional design projects.

prereq: IMA 70200  
Hours 4  
Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74400 - Microcultural Incidents: Ethnography & Experimental Media

This combined screening and production course unpacks and investigates several thematic and conceptual concerns found within a broad range of recent experimental films and videos, including: the desire for cultural definition; the forces at play in the constitution of self; the relationship between self and other; the pleasures and problematics of intercultural encounters; and the secret histories of various subcultures. These concerns are evidence of what could be called an ethnographic impulse in experimental media. This course explores the wide variety of ways in which that impulse is manifested.

prereq: IMA 75100  
Hours 3  
Credits 3

IMA 74700 - Documentary Editing

Creative, technical and project management aspects of digital non-linear editing. Students are expected to bring projects, filmed in previous classes, to a fine cut stage.

prereq: IMA 75300  
Hours 3 hrs  
Credits 3 cr.

IMA 75400 - Advanced Studio: Emerging Media

Provides students the opportunity to work on an advanced emerging media project and participate in group and individual critiques with MFA faculty. Particular emphasis will be on helping students prepare for the MFA Thesis Project. Students may repeat this Advanced Studio once with a different project.

prereq: IMA 75200, 75300, 70200, and 70900 -or- approval of instructor  
Hours 3 hrs  
Credits 3 cr.
IMA 75500 - Advanced Studio: Documentary

Provides students the opportunity to work on an advanced documentary project and participate in group and individual critiques with MFA faculty. Particular emphasis will be on helping students prepare for the MFA Thesis Project. Students may repeat this Advanced Studio once with a different project.

prereq: IMA 75200, 75300, 70200, and 70900 or approval of instructor
Hours 3 hrs
Credits 3 cr.

IMA 76200 - Interactive Expression

Aesthetics and techniques of Web-site and interactivity design, encompassing both graphic presentation and information architecture.

prereq: IMA 75200
Hours 4 hrs
Credits 3 cr.

IMA 76400 - 3D Animation and Modeling

This hands-on production course will examine essential concepts and practices that form the basis of 3D animation. While this course primarily focuses on the use of 3D animation for linear video output, we will also explore the possibilities of this digital framework for other media and expressive forms, such as print, graphic novels, film making, and net-based art.

3D digital animation is often used to create imagery that simulates the visual and physical aspects of the "real world." This hands-on production course will examine essential concepts and practices that form the basis of 3D animation. Through readings, discussions, viewings, and critique, this class will address how realism is constructed and perceived through an underlying set of aesthetic conventions via computer graphics. While this course primarily focuses on the use of 3D animation for linear video output, we will also explore the possibilities of this digital framework for other media and expressive forms, such as print, graphic novels, film making, and net-based art.

prereq: IMA 75000 and 75100
Hours 3 hrs
Credits 3 cr.

IMA 76500 - Interactive Installation

This hands-on course will focus on the current state of interactive media in a collaborative environment. Students will create projects integrating video, sound, and text. The course will explore various technologies and equipment such as using sensors for real-time interactivity. Lectures and exercises focus on applying interactivity, interface, and usability design concepts to projects. Students will gain skills in coding concepts, hacking existing technology, and the process for interactive media projects.

The course will cover the process from the project idea to research, designing, building, testing, planning, and use of space (real and virtual) for presentation. Visits to museums and galleries will help students look at interactive media with a critical eye. The course will culminate in a public show - an exhibition of installation work and an electronic portfolio on the web.

prereq: IMA 75000 and 75100
Hours 3 hrs
Credits 3 cr.
IMA 76600 - Three Dimensional Virtual Environments

An introduction to fundamental skills and creative approaches for the development of computer-generated 3D interactive virtual environments.

prereq: IMA 75000
Hours 3 hrs
Credits 3 cr.
Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 76700 - Physical Computing

This hands-on class is an introduction to electronics, circuit building and the programming of microcontrollers for the production of interactive creative works that may include installation and art objects. Through a series of exercises, demonstrations and tutorials, students will gain a basic understanding of electronic hardware components, circuit design, input-output board construction and basic microcontroller programming. Students will also learn about the history of non-screen-based interactivity in Media Arts.

prereq: IMA 75000 and 75100
Hours 3 hrs
Credits 3 cr.

IMA 76800 - Nonlinear Storytelling

This class is a workshop that explores different forms of nonlinear narrative while providing a space for students to practice their own development of stories for nonlinear forms. Through readings, art and media examples, and class discussions, students will develop strategies and ideas culminating in an ambitious nonlinear storytelling media project. Students are encouraged to bring material (sketches, research, writing, footage) to the class that they may already be working with.

prereq: IMA 75000 and 75100
Hours 3 hrs
Credits 3 cr.

IMA 77100 - Media, Community Advocacy & the Urban Environment

This class is a collaborative workshop that brings together Integrated Media Arts students with graduate students from Urban Affairs & Planning. The goal is to create media for community organizing and development aimed at improving the quality of local environments. Students will work in small groups to create short documentaries (or other types of media) dealing with a particular New York City neighborhood and a critical social issue residents or business owners are facing in that community.

prereq: IMA 75100
Hours 3 hrs
Credits 3 cr.

IMA 78000 - Special Topics in Integrated Media Arts

A three hour, three credit rubric for analytical and production courses that explore special topics in Integrated Media Arts. Courses offered under this rubric will provide expanded course descriptions that will be distributed to IMA students.
prior to registration.

prereq: IMA 70000, 75000, and 75100
Hours 3
Credits 3

IMA 78001 - Media Activism

An exploration of the rich history and representational strategies of alternative media used by movements for social change from the 1930s until the present. This course introduces students to the techniques and approaches of social change and development media in a context of theoretical discussion.

prereq: IMA 70200
Hours 4
Credits 3
Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78043 - Neighborhood News

Students write articles for a community newspaper, the Hunts Point Express, and accompanying website, (www.huntspointexpress.com). As reporters, students spend time in the South Bronx to research stories on topics that include environmental justice issues, education, housing, health, jobs, gentrification and crime. Work may include multimedia component.

Hours 4
Credits 3

IMA 78048 - Culture Jamming

Theory and technique of art and design strategies that subvert popular media frameworks. Students will learn non-traditional methods of circulating messages which circumvent or critique mass media communications.

prereq: IMA 70200
Hours 3
Credits 3
Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78052 - Story Strategies

This course examines a broad range of approaches to storytelling in the fictional narrative feature film. Students will closely examine tactical narrative elements including dramatic structure, character/voice, time, tone and genre in conventional and alternative work. Students will develop treatment and beginning of an original screenplay.

Hours 4
Credits 3

IMA 78081 - Sound Environments
An exploration of contemporary issues and techniques of sonic media. Course explores critical writings in music history, sound and media theory while students experiment with designing linear and non-linear sound installations.

prereq: IMA 70200  
Hours 4  
Credits 3

**IMA 78200 - Special Topics in Integrated Media Arts**  
A four hour, three credit rubric for analytical and production courses that explore special topics in Integrated Media Arts.  
Courses offered under this rubric will provide expanded course descriptions that will be distributed to IMA students prior to registration.

prereq: IMA 70000, 75000, and 75100  
Hours 4  
Credits 3

**IMA 78300 - Intensive Tools and Technology Workshop**  
An intensive hands on workshop training students in the tools and technology of integrated media arts. Courses offered under this rubric will provide expanded course descriptions that will be distributed to IMA students prior to registration.

prereq: Varies according to the specific workshop parameters.  
Hours 1 hr  
Credits 1 cr.

**IMA 78301 - Intensive Tools and Technology Workshop: Sound**  
In this class students will learn and apply sound production theories and techniques. They will become familiar with the language of audio professionals and the equipment they use, as well as current industry practices used by sound recordists, sound mixers, and boom operators.  
Students will also learn and practice technical skills useful toward becoming professional audio production recordists, sound mixers, and boom-operators. Fundamental best practices are emphasized.

In addition to learning the technical skills students will also become familiar with sound's role in media production, and better understand how both audio production and post-production sound design contribute to the documentary production process.

prereq: Permission of graduate adviser  
Hours 1 hr.  
Credits 1 cr.

**IMA 78302 - Intensive Tools and Technology Workshop: Lighting**  
This class will approach the subject from both a technical and aesthetic perspective. Students will learn how to light from a variety of situations including the basic single interview, group interviews/settings, action and verite.  
Students will also learn aesthetic and stylistic approaches that communicate particular meaning through certain achieved 'looks'. They will also become familiar with the wide variety of equipment and instruments (such as chimera soft box, scrims, gels, cutters, flags, etc.) that are industry standard, as well as learn of less expensive "guerilla" style alternatives. Students practice working with light measurement, exposure latitudes, lighting ratios and color
temperature control.

prereq: Permission of graduate adviser
Hours 1 hr
Credits 1 cr.

IMA 78303 - Intensive Tools and Technology Workshop: HD Cinematography

This class will approach the subject from a technical and aesthetic perspective. Students will learn camera fundamentals including how to set up a camera to ensure the highest quality image. They will learn the basics of digital cinematography principles for both video and DSLR cameras.

In addition to learning how to employ technical skills, students will learn the technical background behind the functionality to gain a better understanding of the electronic inner workings of a camera. Students will also learn the basic aesthetic components to shooting including composition, framing, movement, perspective and angle, with an eye to developing an individual aesthetic and artistic point of view as expressed through the lens.

prereq: Permission of graduate adviser
Hours 1 hr
Credits 1 cr.

IMA 78800 - Master of Fine Arts Thesis Project

This capstone project must be completed satisfactorily before graduation. It includes an advanced creative work, a written component, a thesis defense, and exhibition of work in the Thesis Show. Students meet individually with a Primary Thesis Adviser from the department's permanent faculty, along with periodic consultations with secondary and tertiary advisers. The Thesis Project must integrate elements from across the Program's production curriculum and incorporate a critical component.

prereq: Approval of graduate adviser required.
Hours 3 hrs
Credits 3 cr.
Non-matriculated students are never permitted to enroll.

IMA 78900 - Independent Study

A 3 credit rubric for student's independent study.

prereq: IMA 75200 and 75300
Hours To be arranged
Credits 3 cr.

IMA 79000 - Independent Study

Rubric for student's independent study.

prereq: IMA 75200 and 75300
Hours to be arranged.
Credits 1 cr
Non-matriculated students are never permitted to enroll.

IMA 79100 - Independent Study
Rubric for student's independent study.

*prereq: IMA 75200 and 75300*

*Hours to be arranged.*

*Credits 2*

*Non-matriculated students are never permitted to enroll.*

**IMA 79200 - Interdisciplinary Research**

Rubric for student's interdisciplinary research elective.

*prereq: IMA 7500 and 75300*

*Hours to be arranged.*

*Credits 3 cr.*

*Non-matriculated students are never permitted to enroll.*

**GEOG 70100 - Geographic Thought and Theory**

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

*Hours 45 hrs including conference,*

*Credits 3 cr*

*fall only This course may be used as part of the MA Teacher Education Program in Social Studies.*

**GEOG 70154 - Geographic Research Design**

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

*Hours 45 hrs including conference*

*Credits 3*

*spring only*

**GEOG 70200 - Research Topics in Geography**

Introduction to central research themes in geography and the current research being undertaken by department faculty.

*Hours 15 hrs including conference,*

*Credits 1 cr*

*fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.*

**GEOG 70500 - Cultural and Social Geography**
Review of recent work in cultural and social geography; emphasis on literature, critiques.

**GEOG 70528 - Introduction to Environmental Ethics**

Do animals have rights? Do ecosystems have interests? Are humans separate from the environment? How have the answers to these questions been shaped by scientific understanding and religious belief? How should they be? The development of environmental philosophies and ethics, and how they have interacted with controversial environmental issues, will be explored. Reading assignments include canonical and contemporary philosophers as well as environmentalists. In addition to theory, we will discuss the applications of these ideas in local to global environmental problems. The course will focus on ethical philosophies from the western world, but non-western philosophies might also be discussed.

**GEOG 70562 - Post-Socialist Geographies**

For graduate students in geography, anthropology, economics, sociology, environmental psychology and other related fields. This course examines major political, economic, and social theories that aim to explain the current transformations in post-socialist countries. The neo-liberal theories and policies of transition to capitalism and their consequences are critically examined. The devastating effects of capitalism uncontrolled by democratic governments and labor are discussed.

**GEOG 70800 - The Geographies of Urban Space**

Critical geographic perspectives on urban development and internal urban space. Latest literature in urban political economy, feminist, and post-structuralist geography with a focus on class, gender and ethnicity in urban space.

**GEOG 70957 - Geography of The New York Metropolitan Area**
An historical and contemporary geography of the New York Metropolitan area structured around New York State Social Studies Core Curriculum and National Geography Standards. The course will address the relationship between the physical and social geographies of the five boroughs and the surrounding areas of the Hudson and Long Island; the impacts of significant historical and political events on the region's social and economic geography; and the impacts of changing transportation modes in the evolution of the region. Fieldwork is an integral part of this course. However, alternative field assignments are available for students who have accessibility challenges documented with the Office of Accessibility.

*Hours 45 hrs,  
Credits 3 cr*

**GEOG 71000 - Economic Geography**

Interactions between people and the natural environment on economic, political and cultural endeavors. Formation of labor markets and their segmentation by class, gender, and ethnicity/race. Change in production systems and economic globalization. Interconnections between economic systems across local, regional, national, and international scales.

*Hours 45 hrs including conference,  
Credits 3 cr*

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GEOG 71156 - Coastal Zone Management**

The increasing pressure on the coast is demonstrated with competing demand that leads to conflicts with respect to the carrying capacity of our most precious resource area. The course addresses critical issues related to environmental constraints, the carrying capacity of coastal areas and the need for coastal zone management.

*Hours 45 hrs including conference,  
Credits 3 cr*

Course pending Senate approval. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GEOG 71200 - Geography of Sustainable Development in Developing Countries**

Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.

*prereq: graduate standing and one course focusing on development of a developing region, or permission of instructor  
Hours 45 hrs including conference,  
Credits 3 cr*

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

**GEOG 71300 - Rural Water Supply in Developing Regions**

Quality, problems, management, and sustainability of rural water supply and sanitation in developing countries.

*prereq: graduate standing and one course focusing on development of a developing area, or permission of instructor  
Hours 45 hrs including conference,  
Credits 3 cr*
Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GEOG 71500 - International Pollution Issues**

Global environmental hazards are covered. Issues ranging from intergovernmental efforts to document pollution, to the policy needed to curtail pollution of the future will be addressed. A focus will be on transboundary air and water pollution.

*Hours 45 hrs including conference,*  
*Credits 3 cr*  

**GEOG 74100 - Population Geography**

Theoretical and empirical analyses of spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigration.

*Hours 45 hrs including conference,*  
*Credits 3 cr*  

**GEOG 74300 - Urban Geographic Theory**

Spatial analysis of contemporary and theoretical issues concerning the economic growth, transportation, land use, social segregation, and urban governance in metropolitan areas.

*Hours 45 hrs including conference,*  
*Credits 3 cr*  

**GEOG 79100 - Independent Research in Geography**

Intensive individual research in geography under supervision of a member of the graduate faculty.

*prereq: permission of the instructor or the graduate adviser*  
*Credits 1, 2 or 3 cr*  

**GEOG 79200 - Independent Research in Geography**

Intensive individual research in geography under supervision of a member of the graduate faculty.

*prereq: permission of the instructor or the graduate adviser*  
*Credits 1, 2 or 3 cr*
Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

**GEOG 79300 - Independent Research in Geography**

Intensive individual research in geography under supervision of a member of the graduate faculty.

*prereq: permission of the instructor or the graduate adviser*

*Credits 1, 2 or 3 cr*

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

**GEOG 79900 - Thesis Research in Geography**

Open to students electing the thesis option only.

*prereq: GEOG 701 and permission of the department*

1-6 cr may be repeated for credit but only one credit may be applied to satisfy degree requirements. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GEOG 72100 - Transportation Geography**

**GTECH 785XX - Special Topics in GIS**

GIS Applications in various fields such as Social Geography, Urban Geography, and more.

*prereq: GTECH 71000 or equivalent or permission of the department*

*Hours 3*

*Credits 3*

**GTECH 70200 - Quantitative Methods in Geography**

Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

*prereq: Permission by instructor*

*Hours 3 hrs*

*Credits 3 cr.*

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GTECH 70500 - Spatial Data Analysis**
Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

prereq: one course in statistics and permission of the instructor

Hours 60 hrs including conference (2 lectures, 2 labs).

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 70800 - Seminar in GeoInformatics

This seminar is an introduction to the wider GeoInformatics field/industry. Students will be exposed to a number of professionals and researchers in the NYC area, and each student will be required to organize their own speaker from the community. The goals of this seminar course are twofold: to introduce students to the wider GeoInformatics community, and to promote networking and lasting interactions with local and regional GeoInformatics professionals. Students will identify, approach, and invite local and/or regional GeoInformatics professionals to give a talk in one of the weekly seminar sessions for this course. Each student will be responsible for bringing in a speaker, and at the end of the course, the student will be required to discuss the speaker's work, and the research, news, or information that the speaker presented.

Hours 1 hr.

Credits 1 cr.

GTECH 70900 - Introduction to Geographic Information Systems

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

Hours 4

Credits 3

Material Fee: $15.00

GTECH 71000 - Concepts and Theories in GeoInformatics

Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

coreq: Departmental permission required

Hours 3

Credits 3

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 71200 - Remote Sensing of Environment
Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor
Hours 60 hours (2 lecture and 2 hour labs weekly),
Credits 3 cr
GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

**GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing**

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra
Hours 6
Credits 3 cr
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material fee: $15.00

**GTECH 72200 - Advanced Topics in GeoVisualization**

This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

**GTECH 73100 - GeoComputation I**

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

prereq: GTECH 70900
Hours 4 hrs.
Credits 3 cr.
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.
**GTECH 73200 - Advanced GeoInformatics**

Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in GeoInformatics, including data models, algorithms, GIS analysis and scripting.

*prereq: GTECH 70900 and GTECH 71000*
*Hours 45 hrs including conference,*
*Credits 3 cr*

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**Material Fee:** $15

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**GTECH 73300 - GeoComputation 2**

Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programed. Emphasis is on an object-based computational paradigm and spatial data structures.

*prereq: GTECH 73100 and GTECH 73200*
*Hours 4 (2 lecture, 2 lab)*
*Credits 3*
*Spring 2022 Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.*

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**GTECH 73400 - GeoWeb Services**

This course will examine the principles of GeoWeb services in a hands-on fashion. Students will learn about the different standards that are being used in the context of the GeoWeb. They will be introduced to different commercial and open source software solutions and learn how to set up, manage, and use these services. Students will explore the different technologies introduced in class in the lab assignments. Each student will present a topic to the class based on readings provided by the instructor. In the second half of the semester, each student will work on a project that involves the setup and use of GeoWeb services. Basic programming skills in any language are a prerequisite for this course.

*prereq: GTECH 73100 GeoComputation I*
*Hours 3 hrs.*
*Credits 3 cr.*

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**GTECH 73500 - Location Based Services**

This course will examine the principles of Location Based Services (LBS) in a hands-on fashion. Students will learn how to design, implement, and test an LBS application in a group project. Therefore, basic programming skills in any language are a prerequisite for this course. The course will be highly interactive in two ways: Each student will present a topic to the class based on readings provided by the instructor, and each student will participate in the group work to develop a working LBS by the end of the semester. For this purpose, mobile devices (iPhones, Android phones, Google Glass) will be provided.
prereq: One of the following:

GTECH 70500 Spatial Data Analysis
GTECH 73100 GeoComputation I
CSCI 13500 Software Design and Analysis I

Hours 3 hrs.
Credits 3 cr.

GTECH 75100 - Field Techniques in Geography

Observation and analysis of the physical geography, biogeography and geomorphology of selected areas. Field geographic techniques such as data collection and recording, ground-truthing of remotely sensed images, and the use of maps, compasses and GPS to navigate. Additional fee for transportation, room and food allowance required.

prereq: GTECH 71000 or equivalent, any two additional GEOG, GEOL, PGEOG or GTECH courses, and permission of the instructor

Hours 45 hrs including conference,
Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 78501 - Urban Applications of GIS

Discussion of data, methodology, and examples of using GIS to solve urban problems in economic, social, planning, and political settings. Students are expected to conduct small research projects addressing real world issues.

prereq: GTECH 70900

Hours 45 hrs including conference,
Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 78502 - GIS Applications in Social Geography

Data representation and analysis of socio-spatial processes and environmental problems. The course is oriented to problem solving and independent data analysis. Students will fulfill an independent GIS project from data collection and database design to analysis and interpretation of results.

prereq: GTECH 70900

Hours 45 hrs including conference,
Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:$ 15

GTECH 78800 - GeoInformatics Internships
Internship with a non-CUNY institution that provides the student with real-world experience of the application of GeoInformatics. Requires an internship contract drawn up by the employer and a faculty adviser and signed by the student. May be repeated for a total of 3.0 credits.

**prereq:** Department Permission  
**Hours** 1-3  
**Credits** 1-3

**GTECH 79100 - Independent Research in Geographic Information Science**

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.

**prereq:** permission of the instructor or the graduate adviser  
**Credits** 1  
A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.

**GTECH 79200 - Independent Research in Geographic Information Science**

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.  
May be repeated for a maximum of 6 credits with permission of the graduate adviser.

**prereq:** permission of the instructor or the graduate adviser  
**Credits** 2  
A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.

**GTECH 79300 - Independent Research in Geographic Information Science**

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.

**prereq:** permission of the instructor or the graduate adviser  
**Credits** 3  
A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.

**GTECH 79900 - Thesis Research in GeoInformatics**

Supervised development of a master's thesis in GeoInformatics.

**prereq or coreq:** Department Permission Required  
**Credits** 3 cr.  
may be taken twice for total of 6 credits

**GEOG 65000 - World Geography for Educators**

Overview of physical, cultural, and historical geographies of the world's major regions. Content linked to NYS Global History and Geography scope and sequence.
Hours 3 hrs  
Credits 3 cr.  
Open only to MA TEP students

PGEOG 63000 - Science and Society

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

Hours 45 hrs including conference,  
Credits 3 cr  
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - Challenging Concepts in Earth Science: Using Research to Identify Common Misconceptions and Assess Student Learning

Overview of research and theory related to misconceptions in the earth sciences. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA-TEP degree.

Hours 45 hrs, including conferences,  
Credits 3 cr  
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 70152 - Hydrology

Provides students an understanding of the hydrologic cycle - the most fundamental principle of hydrology and emphasizes an understanding of the complete hydrological cycle processes at global, regional and watershed scales.

prereq: PGEOG 130 or permission from the instructor  
Hours 45 hrs including conference,  
Credits 3 cr  
Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70160 - Biogeography

This course provides an understanding of the geographic distribution and temporal variability of species, communities, and other organizing units over the face of the Earth and the biotic and abiotic factors and processes underlying these patterns and dynamics.

prereq: PGEOG 13000 or GEOG 10100 or BIO 10000/10200 or permission from the instructor
PGEOG 70179 - Geology of NYC and Vicinity

Focus on the complexity of the geology of the New York Metro area and its vicinity. Using urban public transportation, walking, and hiking, students will directly observe natural exposures of the large variety of rock outcroppings in the area. Course consists of lectures, laboratory exercise, and geologic field trips. Recommended for students in the Teachers of Earth Science (7-12) MA program.

prereq: GEOL 10100 or an equivalent course in introductory geology

PGEOG 70180 - Geology of New York State

Links fundamental knowledge about the earth materials and earth processes to the complex geology of New York State. Covers the latest information about the geologic ages of rock formations in New York State, plate tectonics, bedrock geology, including metamorphic, igneous, and sedimentary rocks, fossils, and ancient environments. The course consists of lecture, laboratory exercises, and field trips to the Catskill Mountains, Hudson Highlands, the Manhattan Prong, and Montauk Point. Recommended for students enrolled in the Teachers of Earth Science (7-12) MA program. There will be an additional charge for transportation.

prereq: GEOL 10100 or an equivalent course in introductory geology.

PGEOG 70300 - Coastal Dynamics

Quantitative focus on the dynamic processes affecting the coast and the resulting varied geomorphology. In particular, this course will focus on waves, beaches, barrier island evolution, storm systems and coastal erosion, using the Atlantic coast of New York as a case study. Research and field work expected.

PGEOG 70400 - Urban and Metropolitan Coasts

Physical and quantitative rationale for planning coastal constructions with emphasis on urban coasts. Lectures will focus on natural and anthropogenic influences on coastal environments, and problems facing seaside communities.
**PGEOG 70563 - Earth Science Today**

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth’s lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

**PGEOG 70567 - Science of Rocks – Petrology**

Composition, distribution, and origin of rocks, their scientific description and systematic classification with the focus on the rocks of the New York Metro area. Topics include rock microscopy; field observations of rocks and the relation to the principles of geology; interpretation of geologic maps; lithospheric rock cycle in the context of plate tectonics and earth evolution; and the geology of New York City and its relationship to urban issues. Recommended for earth science students and others interested in the study and uses of rock. There will be an additional charge for local transportation.

**PGEOG 73200 - Global Climatic Change**

Examination of the pre-Quaternary, Quaternary, post-glacial, historical and instrumentally recorded climates; greenhouse gases; aerosols; radiative forcing; processes and modeling; feedbacks; observed changes; detecting the greenhouse effect; sea level rise; effects on ecosystems.

**PGEOG 79100 - Independent Research in Physical Geography**
Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

*prereq or coreq: GEOG 70100 and 70200, and permission of the instructor or the graduate adviser
Credits 1, 2 or 3
May be repeated for a maximum of 6 credits with the permission of the graduate adviser

**PGEOG 79200 - Independent Research in Physical Geography**

Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

*prereq or coreq: GEOG 70100 and 70200 and permission of the instructor or graduate adviser
Credits 1, 2 or 3
May be repeated for a maximum of 6 credits with the permission of the graduate adviser

**PGEOG 79300 - Independent Research in Physical Geography**

Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

*prereq or coreq: GEOG 70100 and 70200 and permission of the instructor or the graduate adviser
Credits 1, 2 or 3
May be repeated for a maximum of 6 credits with permission of the graduate adviser.

**GEOG 70400 - Topics in Human Geography**

*This course may be used as part of the MA Teacher Education Program in Social Studies.*

**GTECH 72100 - Introduction to Cartographic Design and Geovisualization**

This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

*prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.
Material Fee: $15

**PGEOG 705XX - Topics in Earth Science**

Various special topics courses in physical geography.

**PGEOG 70200 - Seminar in Physical Geography**

**HIST 74151 - Era of American Revolution**

The development of the English-American colonies from early settlement through 1763.

*Hours 3 including conference,
Credits 3*
HIST 74250 - Nineteenth-century United States: Early Republic

Economic, social, and political aspects of American history from 1789 to 1828.

Hours 3 hrs including conference,
Credits 3

HIST 74400 - Twentieth-century United States


Hours 3 including conference,
Credits 3

HIST 74500 - Twentieth-century United States: United States as a World Power

This course considers America's impact on the world in the twentieth-century and, at the same time looks at the way the world influenced life in twentieth-century America.

Hours 3 including conference,
Credits 3

HIST 75000 - History of the American Labor Movement

The history of the American labor movement from the late-nineteenth through the late-twentieth centuries, with a focus on the various ways American laborers organized themselves and struggled for control over their work and their daily lives.

Hours 3 including conference,
Credits 3

HIST 75500 - Growth of the American City

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

Hours 3 hrs including conference,
Credits 3

HIST 75650 - U.S. Constitutional History

The development of American constitutionalism from its English origins to the implementation of the U.S. Constitution

Hours 3
Credits 3

HIST 77207 - Race and Racism in U.S. History
Examine the centrality race, racial politics and racism in U.S. history. Considers the social experiences produced by racialization and various political movements for racial equality.

Hours 3 including conference
Credits 3

**HIST 77409 - Gender and Sexuality in the U.S.**

Examines recent work in the twentieth-century history of gender and sexuality in the United States.

Hours 3
Credits 3

**HIST 77427 - United States Since 1865**

Considers the history of the U.S. from 1865 to the Vietnam war. Focuses on political, social and international developments.

Hours 3 including conference
Credits 3

**HIST 76802 - East Asia: 1600 - Present**

Coming of West to Asia and resulting processes of revolution and modernization after 1600 AD.

Hours 3 including conference
Credits 3

**HIST 76804 - East Asia: Ancient Times to 1600**

Survey of traditional cultures and sociopolitical structures of China, Japan, Korea and Vietnam to about 1600

Hours 3 including conference
Credits 3

**HIST 76805 - China Since 1800**

Internal and external challenges to China's traditional order; the collapse of the imperial system and the establishment of a republic; the warlord period; the war against Japan; the civil war between Communist and Nationalist forces; China since the rise of the Communist Party to state power in 1949.

Hours 3
Credits 3

**HIST 77461 - Rise and Fall of Chinese Communism**

Examines the intellectual, political and international context of the origin of the Chinese Communist Party, explores debates and factional struggles between party leaders and inquires into the the challenges posed from without the party. Introduces contending explanations of the Communist Party's rise to state power and its shifting policies and
ideological justifications since that time.

_HOURS 3
_CREDITS 3

**HIST 77800 - Individual Tutorial Research**

_HOURS 3 hrs including conference,
_CREDITS 3

**HIST 77900 - Thesis Seminar: Independent Research**

Required of all candidates for MA in history.

_HOURS 3 hrs including conference,
_CREDITS 3

**HIST 78000 - History Colloquium for First-Year MA Students**

This team-taught course, which MA students will be strongly encouraged to take, is designed to help incoming students gain greater understanding of different geographic and thematic fields of historical study.

_HOURS 3
_CREDITS 3
_Fall semester discussion-based seminar; grading is Pass-Fail

**HIST 79000 - Research Methods for First-Year MA Students**

This course, which MA students will be strongly encouraged to take, is designed to help first-year students develop their skill as researchers and writers, as they prepare to begin working on their theses in the second year of the program.

_HOURS 3
_CREDITS 3
_Spring semester

**HIST 79800 - Internship**

Fieldwork in organizations engaged in historical research.

_prereq: perm grad adviser
_HOURS 3 hrs including conference,
_CREDITS 3

**HIST 74000 - Modern Jewish Social and Intellectual History**

Jewish movements and thinkers since 18th century; changing aspects of Jewish identity, new philosophies, impact of anti-Semitism and Zionism.

_HOURS 3 hrs including conference,
_CREDITS 3
HIST 74800 - American Jewish History

Jewish life, 17th century to present: immigration, distribution, community structure, leaders, cultural creativity, economic and social integration, minority/majority relations.

Hours 3 including conference,  
Credits 3

HIST 76600 - Colloquium in Latin American History

Hours 3 hrs  
Credits 3

HIST 77411 - Colonial Latin America

Provides an overview of the early political, economic, cultural and social history of Latin America (1400s – 1820s) from the immediate pre-Hispanic era until the wars of independence in the 1820s.

Hours 3  
Credits 3

HIST 76801 - Middle East, 1500 – Present

Introduces Middle East history from the sixteenth century, during the period of the time of the great Ottoman and Persian empires, to the present.

Hours 3  
Credits 3

HIST 76804 - Middle East to 1800

Introduces the origins and development of the history and civilization of the Middle East since the advent of Islam in the Arabian peninsula until 1800.

Hours 3  
Credits 3

HIST 77444 - Women and Gender in Islam

Examines, through translated works, the various roles that Muslim women have assumed, and the wide variety of their experiences since the beginning of Islam in the sixth century to the modern period.

Hours 3  
Credits 3

HIST 72900 - Soviet Foreign Relations in a Changing World

Objectives and strategies which the Soviet leadership adopted and mapped out at each stage in the period 1917 to 1945.
HIST 77472 - Human Rights and the Non-Western World

Focuses on the idea of human rights as it has been understood and propagated in the non-Western world. The primary focus is on the twentieth century.

Hours 3
Credits 3

HIST 71252 - Modern Intellectual History 18th – 20th Centuries

Hours 3 hrs including conference,
Credits 3

HIST 72700 - History of African Americans in the United States

Hours 3 hrs including conference,
Credits 3

HIST 74150 - Colonial America

HIST 74300 - History of Civil War and Reconstruction Era in United States

Hours 45 hrs including conference,
Credits 3 cr

HIST 74700 - Nineteenth-century American Reform Movements

Hours 45 hrs including conference,
Credits 3 cr

HIST 75400 - Contemporary Europe

Hours 45 hrs including conference,
Credits 3 cr

HIST 76803 - Gandhi

Hours 3
Credits 3

HIST 77301 - The Long Nineteenth Century: Comparative History

Hours 3
Credits 3

HIST 77302 - Making the Nation in Nineteenth-Century Europe
HIST 77303 - Britain's Long Century: 1688 – 1830

HIST 77412 - Topics and Themes: Debating the Rise of the West

HIST 77414 - Revolutionary England 1603-1714

HIST 77414 - Women in Modern Europe

HIST 77429 - Concepts in Jewish History

HIST 77434 - Reformation and Wars of Religion

HIST 77440 - Modern European History: Fact and Fiction

HIST 77450 - Hitler and National Socialism, 1919 - 1945
HIST 77453 - Biography and Autobiography in U.S. History

HIST 77457 - Immigration and Ethnicity in the United States

Hours 3
Credits 3

HIST 77462 - Women and Family in the United States

Hours 3
Credits 3

HIST 77471 - History of Judaism

Hours 3
Credits 3

HIST 77497 - Major Works and Themes in US History

Hours 3
Credits 3

LAT 70100 - Literature of the Early Republic

Early history of the Latin language and the development of Latin literary forms and styles.

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

LAT 70200 - Literature of the Late Republic

Selections from authors of the late republic.

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

LAT 70300 - Literature of the Early Empire

Selections from authors of the early empire.

See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.
LAT 70400 - Literature of the Late Empire

Selections from authors of the late empire.

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

LAT 70500 - Caesar

Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

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

LAT 70600 - Cicero

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

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

LAT 70700 - Vergil

Selections from the Aeneid, Eclogues, and Georgics.

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

LAT 70800 - Supervised Reading

Independent reading in individual Roman authors or particular literary genres supervised by a faculty member.

*Prior approval of graduate director required. May be taken three times for credit. See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

LAT 71000 - Topics in Latin literature.

May be taken three times for credit.

LAT 71100 - Literature of the Republic

Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

LAT 71200 - Literature of the Augustan Age

Selections from poetry and prose authors of the Augustan period.

LAT 71300 - Literature of the Empire
Selections from poetry and prose authors of the Imperial period.

LAT 72500 - Ovid

Selections from the *Metamorphoses* and *Amores*.

LAT 72600 - Horace and Catullus

Selections.

LAT 72700 - Speaking and Writing Latin

Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

MATH 60100 - Mathematical Methods for the Physical Sciences

Topics include: Fourier Series, Sturm-Liouville theory, Green functions, and eigenfunction expansions. These will be applied to the heat, wave, Laplace, and one-dimensional Schroedinger equations.

prereq: a course in ordinary differential equations

Hours 3 hrs

Credits 3 cr.

MATH 61000 - Mathematics for the Elementary School from an Advanced Standpoint

Study, from an advanced standpoint, of the mathematics involved in the elementary school common core, with special focus on Numbers and Quantities; Algebra and Change. Open only to Teacher Education Program students.

prereq: MATH 10400 and MATH 10500 or their equivalent. Entry is by departmental permission.

Hours 3 hrs

Credits 3 cr.

The course is intended for students in the Elementary Mathematics Specialist Program.

MATH 61500 - Middle School Mathematics from an Advanced Perspective

Study of the fundamental concepts, procedures, and understanding of topics in middle school mathematics included in the Common Core State Standards: arithmetic, algebraic expressions and equations, geometry, statistics, probability, and functions, with an emphasis on current research recommendations.

Hours 3 hrs

Credits 3 cr.

MATH 62000 - Secondary School Mathematics from an Advanced Perspective I

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

prereq: Calculus II and a course in linear or matrix algebra
MATH 62100 - Introduction to Abstract Algebra

Introduction to the theory of groups and rings.

_prereq: a course in linear algebra
Hours 3 hrs
Credits 3 cr

MATH 62200 - Further Topics in Advanced Abstract Algebra

Elements of Galois theory, construction with ruler and compass, advanced topics in ring theory and linear algebra.

_prereq: a course in introductory abstract algebra
Hours 3 hrs
Credits 3 cr

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

_prereq: a course in linear algebra
Hours 3 hrs
Credits 3 cr

MATH 62800 - Number Systems

Postulational construction of the positive integers. Development of the rational integers, the rational numbers, the real numbers, the complex numbers, together with binary operations and order relations. Topics from hypercomplex number systems or the theory of transfinite numbers.

Hours 3 hrs.
Credits 3 cr.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective II

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

Hours 3 hrs.
Credits 3 cr.
Open only to Teacher Education Program students.

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical
context.

**MATH 63400 - Geometries I**

Topics in affine and projective geometry and/or topics in differential geometry.

*prereq: a course in linear algebra*

**MATH 63500 - Problem Solving Explorations in Mathematics**

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.

*prereq: none*

**MATH 64000 - Topics in Calculus**

Topics in single and multi-variable calculus examined from an advanced standpoint and incorporating use of graphing calculators and such computer packages as MAPLE and MATHEMATICA.

*prereq: MATH 63000*

**MATH 64100 - Mathematical Analysis I**

Mature consideration of theory and processes of calculus, including the Heine-Borel and Bolzano-Weierstrass Theorems.

*prereq: MATH 26000 and either MATH 25400 or 25500*

**MATH 64200 - Introduction to Theory of Functions of a Complex Variable**

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

*prereq: a course in advanced calculus*

**MATH 64500 - Mathematical Analysis II**
Continuation of MATH 64100 with an emphasis on functions of several variables.

prereq: MATH 64100
Hours 3 hrs.
Credits 3 cr.

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

prereq: a course in multivariate calculus and a course in linear algebra
Hours 3 hrs.
Credits 3 cr.
Familiarity with MAPLE or MATHEMATICA encouraged

MATH 65500 - Challenging Concepts in Mathematics: Using Research to Identify Common Misconceptions and Assess Student Learning

Students will explore the key concepts in mathematics that have been identified to cause particular difficulties for students in secondary schools (7-12), as well as in the introductory courses in college. The research literature will be surveyed with a particular emphasis on the methodologies used to uncover these key concepts and to identify student misconceptions. Teaching strategies to enhance student understanding of these key concepts will be explored. Students are expected to produce a research paper.

prereq: departmental permission
Hours 3 hrs
Credits 3 cr.

MATH 66100 - History of Mathematics

Survey of the history of mathematics and statistics to the present including roots in non-Western culture and contributions of women and minorities.

Hours 3 hrs.
Credits 3 cr.

MATH 67100 - Fundamental Concepts of Modern Mathematics

An axiomatic approach to theory of sets; axiom of choice, Zorn's Lemma, transfinite arithmetic.

prereq: any 2 courses chosen from linear algebra, modern algebra, or advanced calculus I and II
Hours 3 hrs
Credits 3 cr.

MATH 67200 - Mathematical Logic

A survey of the central results and techniques of metalogic, principally mathematical induction, the soundness and completeness of theorems for first-order logic, the Skolem Theorem; and Church's Theorem on undecidability.

prereq: a course in linear algebra or permission of instructor
MATH 68500 - Numerical Methods

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.

prereq: a course in ordinary differential equations

Hours 3 hrs.
Credits 3 cr.

MATH 69000 - Advanced Topics in Mathematics for Teachers

Topics to be studied in any given term will be announced prior to registration.

prereq: MATH 62000 or 63000; additional prereqs vary with specific topics and will be announced at time of course offering

Hours 3 hrs.
Credits 3 cr.

May be repeated as topics vary, but not more than twice.

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3
Credits 3

The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

MATH 72200 - Modern Algebra II

Extension fields to the fundamental theorem of Galois Theory and solvability by radicals. Commutative rings to the Hilbert basis theorem and elements of algebraic varieties.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3
Credits 3

The ring and field theory portion of a three semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics.

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3
Credits 3
The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

MATH 74200 - Analytic Functions

Theoretical treatment of the properties of a function of a complex variable including Cauchy's Theorem, the special functions, power series, and the Riemann Mapping theorem.

prereq: MATH 35300 or equivalent and departmental permission
Hours 3
Credits 3
A stand-alone course in functions of a complex variable presented at a higher level than MATH 35300 or MATH 64200. The course is intended for both Pure and Applied Math students and optionally a required course for the MA in Pure Math. An undergraduate course in complex variables is preferred, but not required.

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.

prereq: 1 year of advanced calculus
Hours 3 hrs.
Credits 3 cr.

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission
Hours 3
Credits 3
The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

MATH 75000 - Calculus on Manifolds

The derivative as a linear map; the Riemann integral, including Fubini's Theorem and the Change of Variable formula; tensor and exterior algebras; differential forms and integrals thereof; Stokes' Theorem.

prereq: MATH 26000 and MATH 35200 or permission of the instructor.
Hours 3
Credits 3

MATH 75100 - General Topology

Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

prereq: advanced calculus or permission of Department
MATH 75200 - Algebraic Topology

An introduction to algebraic topology including homotopy and the fundamental group of a space. Classification of spaces via their fundamental group. Applications to algebra and differential geometry.

*prereq:* MATH 35200 or equivalent and departmental permission

**Hours 3 hrs.**  
**Credits 3 cr.**

MATH 77200 - Seminar

Introduction to methods and literature of mathematical research at master's level.

*prereq: permission of the department*  
**Hours 3 hrs.**  
**Credits 3 cr.**

MATH 77300 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

*prereq: permission of the department*  
**Hours 3 hrs.**  
**Credits 1 cr.**

MATH 77400 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

*prereq: permission of the department*  
**Hours 3 hrs.**  
**Credits 1 cr.**

MATH 77500 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

*prereq: permission of the department*  
**Hours 3 hrs.**  
**Credits 2 cr.**

MATH 77600 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

*prereq: permission of the department*  
**Hours 3 hrs.**  
**Credits 2 cr.**
MATH 77700 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

*prereq: permission of the department*
*Hours 3 hrs.*
*Credits 3 cr.*

MATH 77800 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

*prereq: permission of the department*
*Hours 3 hrs.*
*Credits 3 cr.*

MATH 78000 - Advanced Discrete Structures

Advanced concepts in mathematics of discrete domains such as sets, functions/relations, logic, and graphs. These domains are critical to almost every advanced computer science application including programming languages, software engineering, security, compilers, and computational models.

*prereq: departmental permission*
*Hours 3 hrs.*
*Credits 3 cr.*

MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

*prereq: MATH 38500 and departmental permission*
*Hours 3*
*Credits 3*
*One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.*

MATH 78700 - Advanced Numerical Analysis, Finite Elements


*prereq: MATH 38500 or equivalent and departmental permission*
*Hours 3*
*Credits 3*
*One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.*

MATH 79500 - Advanced Topics in Mathematics
Topics to be studied in any given term will be announced prior to registration.

*prereq:* varies with specific topics and will be announced at the time of course offering

*Hours* 3 hrs.

*Credits* 3 cr.

May be repeated as topics vary, but not more than twice.

**STAT 61200 - Discrete Probability**

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

*prereq: a statistics course on or above the level of STAT 11300

*Hours* 3

*Credits* 3

**STAT 61300 - An Introduction to Statistics**

An Introduction to statistics and statistical computing. Hands-on data analysis. Graphical inference. The five number summary, box plots, scatterplots, normal probability plots. Elementary probability. Statistical estimation and hypothesis testing. Linear regression. Students are expected to analyze real data sets and write reports. Data analysis uses appropriate statistical software. This course is intended for teachers.

*Hours* 3 hrs.

*Credits* 3 cr.

**STAT 61400 - Data Analysis Using Statistical Software**

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

*prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.

*Hours* 3 hrs.

*Credits* 3 cr.

**STAT 70100 - Advanced Probability Theory I**


*prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

*Hours* 3 hrs.

*Credits* 3 cr.

**STAT 70200 - Advanced Probability Theory II**

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

*prereq: STAT 70100 or permission of the department
STAT 70300 - Mathematical Statistics


*prereq: permission of the department*

Hours 3 hrs.
Credits 3 cr.

STAT 70600 - General Linear Models I


*prereq: STAT 70100 and 70300 or equivalent or permission of department*

Hours 3 hrs.
Credits 3 cr.

STAT 70700 - General Linear Models II


*prereq: STAT 70600 or equivalent*

Hours 3 hrs.
Credits 3 cr.

STAT 71400 - Topics in Statistical Inference

Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

Hours 3 hrs.
Credits 3 cr.

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

*prereq: C or better in STAT 61400, or an equivalent introductory statistics course.*

Hours 3 hrs.
Credits 3 cr.
STAT 71600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.
This course is cross-listed with BIOS 75600

STAT 71700 - Multivariate Analysis

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection-pursuit.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.

STAT 71800 - Analysis of Variance

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics include: one-, two- and many way layouts; decomposition and partitioning of variance; fixed-, random-, and mixed-affects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.
This course is cross-listed with BIOS 75800

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability
Hours 3 hrs.
Credits 3 cr.

STAT 72400 - Topics in Applied Mathematics I

Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

prereq: permission of the department
Hours 3 hrs.
Credits 3 cr.

STAT 72500 - Topics in Applied Mathematics II
Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

**prereq:** permission of the department

**Hours** 3 hrs.

**Credits** 3 cr.

**STAT 72600 - The Theory and Methods of Sampling**


**prereq:** STAT 70100 or equivalent, or permission of the department

**Hours** 3 hrs.

**Credits** 3 cr.

**STAT 73900 - Bayesian Statistics**


**prereq:** prerequisite C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.

**Hours** 3

**Credits** 3

**STAT 75000 - Applied Biostatistics I**

A first course in biostatistics for public health research. Topics include: simple and multiple linear regression; one-way and two-way analysis of variance; nonparametric tests. Focus on practical applications, utilizing statistical software.

**Cross-listed BIOS 75000**

**prereq:** C or better in STAT 21300 or an equivalent introductory statistics course. Not open to students who have taken STAT 21400 or STAT 61400. The prerequisites are also satisfied with the combination of PH 70000 and PH 70300.

**Hours** 3

**Credits** 3

**STAT 75100 - Applied Biostatistics II**

A second course in statistics covering quantitative methods applicable in the life sciences. Topics include experimental design, life table analysis, ethical issues, survival analysis, logistic regression, and Cox regression.

**Cross-listed BIOS 75100**

**prereq:** STAT 75000 or BIOS 75000 or an equivalent biostatistics course.

**Hours** 3 hrs.

**Credits** 3 cr.
STAT 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression, and log-linear models.

Cross-listed BIOS 75200
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.
Hours 3
Credits 3

STAT 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal and random effects models, time-dependent covariates, missing values.

Cross-listed BIOS 75300
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.
Hours 3
Credits 3

STAT 75400 - Design and Analysis of Complex Surveys

An introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

Cross-listed BIOS 75400
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.
Hours 3
Credits 3

STAT 75500 - Survival Analysis

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data and case studies.

Cross-listed BIOS 75500
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.
Hours 3
Credits 3

STAT 76100 - Advanced Concepts in Financial Markets
Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes such as hedging and speculation, and potential problems that can arise in the application of financial derivatives.

prereq: permission of the department
Hours 3
Credits 3

STAT 76200 - Stochastic Methods in Finance

Mathematical theory and probabilistic tools for modeling and analyzing security markets. Pricing options in complete and incomplete markets, equivalent martingale measures, utility maximization, interest rate models.

prereq: STAT 70100, STAT 70200, STAT 76100
Hours 3 hrs
Credits 3 cr.

STAT 78600 - Modeling and Visualization

The development of continuous mathematical models, the resolution of the resulting differential equations by numerical techniques and the visualization of the simulated data. Problems come from various areas of the social, biological and physical sciences.

prereq: Departmental permission
Hours 3
Credits 3

STAT 78700 - Statistical Models for Spatial Data

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

prereq: STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor
Hours 3
Credits 3

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department
Hours 3
Credits 3

STAT 79100 - Independent Study
Independent study in which a student selects a topic of interest to him or herself. The study is carried out under the direction of a faculty member.

Credits 1

**STAT 79200 - Independent Study**

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

Credits 2

**STAT 79300 - Independent Study**

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

Credits 3

**MATH 74100 - Functional Analysis**

*Hours 3*
*Credits 3*

**STAT 63800 - Special Topics in Applied Statistics**

*Hours 3*
*Credits 3*

**MLS 60000 - Fundamental Concepts and Techniques in the Medical Laboratory**

Function of the medical laboratory, data analysis and operation of basic laboratory equipment. Approximately 1-2 informal laboratory hours are required to practice the use of equipment. Mastery of additional content and an independent project are required of graduate students.

*This course is cross-listed with MLS 30000.*

*prereq: BIOL 10000, 10200, CHEM 10200, 10300, 10400, 10500 or equiv. and admission to the post-baccalaureate certificate program in Medical Laboratory Technology*  
*Hours 3 (2 lecture, 1 lab)*  
*Credits 3*

**MLS 61000 - Clinical Practicum in Medical Laboratory Technology I**

This course (and MLS 62000) comprise the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

*prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology*  
*Credits 6*
MLS 62000 - Clinical Practicum in Medical Laboratory Technology II

This course (with MLS 61000) provides training in the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology

 prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology
 Credits 6

MLS 70000 - Concepts of Disease: Diagnostic Strategies

This course will explore newly described and established disease syndromes from the perspective of strategizing for effective laboratory diagnosis and management. Broad strategies such as classical biochemistry and cultivation, immunochemical, molecular or histochemical techniques are compared using original literature. Upon completion, students will be able to design a rational and cost effective laboratory strategy based on fundamental science; skills will also have application to biomedical laboratory research, assisting in the development of protocols for fundable projects.

 Hours 3
 Credits 3

MLS 70100 - Emerging Laboratory Technologies

Developed as a complement to MLS 70000, this course explores new technologies in the biomedical laboratory. Such areas as genomics, proteomics, immunohistochemistry and cytogenetics have been developed recently and may not have been covered in the student's previous scientific education. Students completing this course will have the skills to perform and/or supervise a wide range of analyses, and as managers they will be able to evaluate complex technologies for adoption.

 Hours 3
 Credits 3

MLS 71000 - Management Practicum

Students will be employed in laboratory sites in hospital and proprietary clinical laboratories, research institutions, and academic laboratories to gain experience as management interns. Schedules will be arranged to meet the needs of students and sites, and a minimum of 150 hours will be required. A site-based mentor will support design and implementation of the project. Students will prepare an extensive project report in print and presentation format. Students completing this capstone course will be able to apply for positions in an area of biomedical laboratory management that reflects their unique combination of technical and management expertise.

 Hours 3
 Credits 3

MLS 72000 - Risk Management for the Biomedical Laboratory

The biomedical lab must manage risk from diverse origins, including lab/medical hazards, government oversight, and fiscal sources similar to any business entity. This case based course will explore each of these with model interventions.

 prereq: Department Permission
 Hours 3
 Credits 3
MLS 77000 - Graduate Independent Study

Students with a background or strong interest in working in biomedical research labs will gain experience by participating in the ongoing projects of MLS faculty. A minimum 2-semester commitment, and significant weekly hours will be expected, with accountability to research mentor and academic director.

prereq: Department Permission
Hours 3
Credits 3

MLS 77025 - Topics: Biohazards and Emergency Response

The biology of microorganisms and toxins most frequently considered in perpetrated terrorist attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, as well as emergency communication and prevention. In addition to regular classroom instruction, students participate in group projects to simulate bioterrorism events and responses. Government regulation, chain of evidence and related topics are covered in this course.

prereq: Departmental permission
Hours 3 hrs.
Credits 3 cr.

MUS 68100 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 1 hr
Credits 1 cr

MUS 68200 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 1 hr
Credits 1 cr

MUS 68300 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 1 hr
Credits 1 cr

MUS 68400 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 1 hr
Credits 1 cr
MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs
*Credits 3 cr

MUS 71000 - Hunter Symphony

Rehearsal and performance of orchestral works.

*prereq: audition and perm instr.
*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 71100 - Hunter College Choir

Rehearsal and public performance of major choral Works.

*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 71300 - Chamber Music

Rehearsal and public performance of instrumental chamber works.

*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 71400 - Collegium Musicum

Study and public performance of chamber chorus works from the medieval, Renaissance, and Baroque periods.

*prereq: audition and perm instr.
*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 71500 - Jazz Ensemble

Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz and musical comedy. One public performance per semester.

*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.
MUS 71600 - Jazz Vocal Workshop Ensemble

Open to all vocalists and rhythm section instrumentalists by audition. Jazz performance and improvisation. One public performance per semester.

*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 71700 - Piano Performance Class


*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 71800 - Vocal Performance Class

Course in seminar/workshop format concentrating on the literature for solo voice, both classical and popular (musical theater, jazz, gospel); but also including ensemble repertory from opera and musical theater. Singers are coached in performance technique and interpretation, while working with an accompanist to prepare the semester's repertoire.

*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 71900 - Special Topics in Music Performance

Number of works are studied, rehearsed, and performed. Topics to be announced.

*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 72000 - Opera Performance

Preparation and performance of a fully staged opera.

*prereq: prereq. audition and graduate adviser's permission.
*Hours 3 hrs
*Credits 3 cr
*May be taken two times for credit.

MUS 72100 - Jazz and Popular Music Combos

Study and performance within a small ensemble context of the popular music genres, such as Pop, Rock, Hip-Hop, R & B, Country/Bluegrass, and Jazz. May be taken 6 times.
MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

**prereq:** 4 sem. of undergraduate music theory courses

**Hours** 3 hrs

**Credits** 3 cr

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

**prereq:** 4 sem. of undergraduate music theory courses

**Hours** 3 hrs

**Credits** 3 cr

MUS 73100 - Composition 1

Fundamental musical materials and compositional techniques of the 20th century. Students will complete weekly compositional exercises, each emphasizing a specific technique.

**Hours** 3 hrs

**Credits** 3 cr

MUS 73200 - Composition 2

A continuation of the study of compositional techniques of the 20th century through reading, analysis, and practice. Students will complete several small works intended for performance.

**Hours** 3 hrs

**Credits** 3 cr

MUS 73500 - Orchestration

Study of the capabilities of musical instruments; analysis of orchestration techniques; arranging compositions for various instrumental combinations.

**prereq:** 2 semesters of undergraduate music theory and permission of the instructor

**Hours** 3 hrs

**Credits** 3 cr

MUS 73600 - Computer Music

Making music with computers using technologies such as MIDI sequencing, hardware synthesis, and digital audio. Promises and limitations of these tools.

**prereq:** permission of the instructor
MUS 73800 - Jazz Harmony and Arranging

Study of jazz harmony and rhythm, jazz composition, and jazz arranging and its application to commercial music.

_prereq: MUSTH 20100, 22100, 23100 -or-permission of department

Hours 3 hrs
Credits 3 cr

MUS 73900 - Jazz Improvisation

Study and performance of jazz improvisational techniques.

_prereq: MUS 73800 or permission of department.

Hours 3 hrs
Credits 3 cr

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

Hours 3 hrs
Credits 3 cr
May be taken 3 times for credit.

MUS 74100 - Introduction to Songwriting

This course will provide an opportunity for students to learn to compose original music with and without lyrics in the context of 20th and 21st century popular music song forms. The principles of composing melodies, creating chord progressions, writing lyrics, and structuring song form will be addressed throughout the semester. An analysis of the music and lyrics of significant songwriters will serve as musical examples. Additional time will be spent on improvisation, arranging techniques, music theory, computer notation and sequencing software, and the business of music.

_prereq or coreq: permission of the instructor

Hours 3 hrs
Credits 3 cr.

MUS 74200 - Seminar in Style Criticism

Intensive study of a small number of closely related works of music. Topics to be announced.

Hours 3 hrs
Credits 3 cr
May be taken twice for credit.

MUS 75100 - Advanced Studies in Musicology 1
Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr

**MUS 75300 - Transcription and Analysis in Ethnomusicology**

Critical examination and application of contemporary techniques to selected examples from various cultures.

Hours 3 hrs
Credits 3 cr

**MUS 76000 - Seminar in Musicology**

Problems in research and analysis in selected areas of musicology.

Hours 3 hrs
Credits 3 cr

May be taken twice for credit.

**MUS 77500 - Seminar in Ethnomusicology 1**

A history of the discipline; the development of theories and methods; selected problems.

Hours 3 hrs
Credits 3 cr

**MUS 77600 - Seminar in Ethnomusicology 2**

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

Hours 3 hrs
Credits 3 cr

**MUS 77700 - Seminar in Urban Ethnomusicology**

Major concepts and areas of research in urban ethnomusicology. Application of ethnomusicological methods to individual field studies in New York City.
MUS 77800 - Special Topics in Ethnomusicology: Issues/Regions

Specialized study of the music of a specific region or a current issue in ethnomusicology. Topics to be announced. More than one topics course may be allowed for the degree.

MUS 78100 - Private Study in Instrument or Voice 1

For performance concentrators.

prereq: departmental consent

MUS 78200 - Private Study in Instrument or Voice 2

For performance concentrators.

prereq: MUS 78100

MUS 78300 - Private Study in Instrument or Voice

For performance concentrators.

MUS 78400 - Private Study in Instrument or Voice

For performance concentrators.

MUS 78500 - Private Lessons in Composition 1

Advanced individualized training in original music composition.

prereq: departmental consent

MUS 78600 - Private Lessons in Composition 2
Advanced individualized training in original music composition.

*prereq: MUS 78500
Hours 3 hrs
Credits 3 cr.*

**MUS 78700 - Private Lessons in Composition 3**

Advanced individualized training in original music composition.

*prereq: MUS 78600
Hours 3 hrs
Credits 3 cr.*

**MUS 78900 - Seminar in Music Performance**

Preparation, rehearsal, and performance of small and large ensemble works. Emphasis on researching and analyzing the music being studied.

*May be taken twice for credit.*

**MUS 79100 - Independent Study**

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

*prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.
Hours 1 hr
Credits 1 cr
May be taken 4 times for credit. 8 cr maximum*

**MUS 79200 - Independent Study**

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

*prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.
Hours 2 hrs
Credits 2 cr
May be taken 4 times for credit. 8 cr maximum*

**MUS 79300 - Independent Study**

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

*prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.
Hours 3 hrs
Credits 3 cr
May be taken 4 times for credit. 8 cr maximum*
MUS 79400 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

*prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.*

*Hours 4 hrs*
*Credits 4 cr*
*May be taken 4 times for credit. 8 cr maximum*

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

*Credits 3 cr*

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

*Credits 3 cr*

MUS 64100 - Strings

Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral and chamber music; thorough review of basic string technique.

*Hours 1.5 hrs*
*Credits 1 cr*

MUS 64300 - Woodwinds

Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

*Hours 1.5 hrs*
*Credits 1 cr*

MUS 64500 - Brass

Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

*Hours 1.5 hrs*
*Credits 1 cr*

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion
technique; basic pedagogical methods.

\textit{Hours 1.5 hrs}
\textit{Credits 1 cr.}

**MUS 64900 - Piano Skills for Music Teachers**

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

**MUS 65100 - Conducting**

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

**MUS 77900 - World Music Education**

Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to pre-K-12 students.

\textit{Hours 3 hrs}
\textit{Credits 3 cr}

**NURS 66400 - Legal Issues in Nursing**

The purpose of this course is to examine the multiple relationships between nursing and the law, with a particular focus on accountability for advanced and specialty practice. The course examines sources of law and the role of the courts in the continuing development and application of law to health care and the health professions. Specific legal issues, such as malpractice and informed consent, are analyzed. Distinctions between civil and criminal liability are explored, along with the roles of licensing boards and other government agencies. The course also examines relationships between law, ethics, policy and global health.

\textit{Hours 45 hrs.}
\textit{Credits 3 cr.}

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

\textit{Hours 45}
\textit{Credits 3}

**NURS 70100 - Assessment, Measurement, and Evaluation in Nursing Education**

Various methods of assessment and evaluation of learning will be addressed within a nursing context.
NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

_prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 70700 - Nursing of Persons with HIV Infection

Analysis and evaluation of nursing strategies at the level of secondary prevention with persons who are HIV-positive in order to assist them to maintain optimum levels of wellness.

Hours 45 hrs.
Credits 3 cr.

NURS 70800 - Nursing of Persons with AIDS

Analysis and evaluation of nursing strategies at the level of tertiary prevention with persons with AIDS in order to assist them to maintain and restore health.

Hours 45 hrs.
Credits 3 cr.

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

_prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
_coreq: NURS 75000
NURS 71900 - Psychopharmacology

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700,
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900

NURS 73000 - Instructional Design in Nursing Education

Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

Hours 45 hrs.
Credits 3 cr.

NURS 73100 - Practicum in Nursing Education

Teaching practicum in academic and institutional settings under the guidance of experienced educators. Emphasis is on the development, implementation, and evaluation of educational programs.

prereq: NURS 73000, NURS 75200, NURS 70100
Hours 30 hours lecture, 15 hrs seminar, 105 hrs clinical
Credits 4 cr

NURS 73400 - Writing, Communication, and Healing

This course provides learners with opportunities to improve their writing skills; to increase their confidence in their expressive ability; to produce a clear, publishable paper; to communicate more effectively; and to explore the use of reflective writing as a healing method.

Hours 45
Credits 3

NURS 73500 - Leadership and Management in Health Care I

Analyses of how nurse leaders and other health professionals in integrated managed care networks and community-based organizations understand and apply leadership and management theories and principles.

prereq: NURS 70000, NURS 70200, NURS 74900
coreq: PAF 91000, PAF 91030
Hours 30 hours theory, 15 hours seminar, 166 hours practicum,
Credits 5 cr

NURS 73600 - Trauma Nursing: The First 72 Hours
This course provides specialized content on the assessment, management, and prevention of complications in the multiple trauma patient in the first 72 hours.

Hours 45
Credits 3

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

*coreq: NURS 70000
Hours 15 hours
Credits 1 cr.*

**NURS 74000 - Leadership and Management in Health Care II**

Analysis of how nurse leaders and other professionals in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

*prereq: NURS 70400, NURS 73500
Hours The credits/hours are 37.5 hrs lecture, 15 hrs seminar, 166 hrs practicum
Credits 5 cr.*

**NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I**

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

*prereq: NURS 70000
prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100
Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,
Credits 5 cr*

**NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II**

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

*prereq: NURS 742
prereq or coreq: NURS 704
Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr*

**NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III**

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental
health.

prereq: NURS 74300
Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,
Credits 5 cr

**NURS 74500 - Leadership and Management in Health Care III**

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

prereq: NURS 74000
Hours 37.5 hours theory, 15 hours seminar, 166 hours practicum,
Credits 5 cr

**NURS 74600 - Epidemiology of behavioral health and community mental health**

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

**NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness**

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700, coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**
This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*
*coreq: NURS 71700*
*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*
*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75200 - Advanced Concepts in Nursing Education**

Advanced concepts in nursing education that allow for the construction of nursing education programs will be explored. Issues critical to academic and institutional education will be examined.

*prereq: NURS 73000*
*Hours 45 hrs.*
*Credits 3 cr.*

**NURS 75400 - Psychosocial Behavioral Patterns of Older Adults**

Integration of the theoretical foundations of biological, psychological, social, and cultural patterns of aging that form the assessment data base for the case management of older adults, families, and communities

*prereq: NURS 70000*
*Hours 45 hrs.*
*Credits 3 cr.*

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.
NURS 75700 - Primary Care Nursing II

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

NURS 76200 - Clinical Leadership in Nursing II

Synthesis of all aspects of leadership, care, and information management. Guided learning opportunities and clinical immersion in a unit or setting specific area; facilitates the integration of the multiple CNL functions into a professional model of CNL practice.

NURS 76600 - Adult-Gerontology Clinical Nurse Specialist I

This Adult-Gerontology Clinical Nurse Specialist (CNS) program will assist students to develop specialized knowledge in the management of complex adult patients with select acute and chronic diseases. Role expectations and implementation of the CNS competencies are explored. Students are expected to develop a broader understanding of professional CNS practice competencies and clinical practice issues from classroom sessions and during supervised clinical placements in diverse settings.
NURS 76700 - Adult-Gerontology Clinical Nurse Specialist II

Using a nursing science framework, this course emphasizes intervention strategies and health care protocols for complex multisystem health problems and human responses of adults and older adults in a variety of health care settings. Supervised practicum continues to provide opportunities to integrate previous learning experiences. Strategies for evaluating the outcomes of care interventions from a leadership perspective are emphasized through the final capstone project. Students will demonstrate an in depth ability to utilize case studies integrating pathophysiology, advanced assessment, pharmacotherapeutics, and evidence-based standards of care to plan for and achieve positive patient outcomes for selected patients with an emphasis on the older adult. Strategies to interpret the adult-geriatric CNS role in health care to other health care providers and the public are discussed.

NURS 76800 - Primary Care Nursing III

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

NURS 77100 - Community/Public Health Nursing I

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.
NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

NURS 77600 - Interdisciplinary Approaches to Diabetes Management

This course will provide an overview of the field of diabetes and diabetes management. It will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

Cross-listed PH 77013

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400

coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-
help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100

NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 78500 - Hospice and Palliative Symptom Management

Management of hospice and palliative care treatment modalities for use with diverse populations in multiple settings.

prereq: NURS 71700, NURS 75000, NURS 75100
Hours 45 hrs.
Credits 3 cr.

NURS 78600 - Interdisciplinary Palliative and Hospice Care

Foundational aspects of interdisciplinary palliative and end of life care, and service coordination.

prereq: None
coreq: NURS 78600
Hours 45 hrs.
Credits 3

NURS 78700 - Advanced Palliative Care Practice I

Theories, research and strategies for palliative and end-of-life nursing care of patients from birth to death are analyzed in seminar and applied in clinical settings.

prereq: NURS 78500
prereq or coreq: NURS 78600
Hours 1 hour per week for Seminar + 17.5 hours per week for Clinical Practicum (15 hours Seminar per semester + 262 hours Clinical Practicum per semester)
Credits 3.5 (1 credit Seminar + 2.5 credits Clinical Practicum)

NURS 78800 - Advanced Palliative Care Practice II

Advanced palliation and hospice practicum for students in select clinical settings.
prereq: NURS 78700

*Hours* hour per week for Seminar + 17.5 hours per week for Clinical Practicum (15 hours Seminar per semester + 262 hours Clinical Practicum per semester)

*Credits* 3.5 (1 credit Seminar + 2.5 credits Clinical Practicum)

This is the second of a two-part clinical practicum preparing advanced practice nurses to work with palliative or hospice patients and their families. Seminars will incorporate the core curriculum of the End of Life Nursing Consortium (ELNEC), providing each successful candidate with an ELNEC trained certificate. It is the final course required for advanced practice nurses who may choose to take the Hospice and Palliation Nurses Association Certification Examination.

**NURS 79100 - Independent Study in Nursing**

Supervised study of an area of interest for matriculated students.

*Hours* 15 hrs,

*Credits* 1 cr

A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

**NURS 79200 - Independent Study in Nursing**

Supervised study of an area of interest for matriculated students.

*Hours* 30 hrs,

*Credits* 2 cr

A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

**NURS 79300 - Independent Study in Nursing**

Supervised study of an area of interest for matriculated students.

*Hours* 45 hrs,

*Credits* 3 cr

A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400

*Hours* 45

*Credits* 3

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100

NURS 85000 - Health Policy and Population-Focused DNP Practice
An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

**NURS 87100 - Advanced Practice Public Health Nursing I**

Analysis of the Advanced Practice Public Health Nurses (AAPHN) role in the use of technology to promote population health in order to achieve the DNP Competency Areas: Technology & Information Literacy Analysis and Quality of Practice.

**NURS 89000 - DNP Practicum**

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

**NURS 89100 - DNP Practicum**

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

**NURS 89200 - DNP Practicum**

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

**NURS 89300 - DNP Practicum**
This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

prereq: NURS 85500, 84200 or 87100. Instructor permission required.

Hours 315 practicum hours; individual or group conferences with faculty
Credits 3

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required

Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required

Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required

Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required

Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

**NUTR 70000 - Seminar in Dietetics Practice**
Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

*Open to dietetic internship (DI) students only.*

**NUTR 70100 - Pre-Professional Practice in Dietetics: Clinical**

Supervised externship in clinical dietetics and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70200 - Pre-Professional Practice in Dietetics: Food Service**

Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70300 - Pre-Professional Practice in Dietetics: Community**

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

*Credits 3*

*Open to DI students only.*

**NUTR 70500 - Nutrition and Biochemistry**

The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetic of biochemical reactions.

**NUTR 71000 - Principles of Public Health Nutrition**

Fundamentals of nutrition in public health as they apply to health promotion and disease prevention for individuals and society, with emphasis on urban populations.

**NUTR 71500 - Food Service and Management**

An overview of good service operations and theories, functions and tasks of management.

**NUTR 72000 - Community Nutrition Education**

Nutrition programs and materials for health promotion in the community.

**NUTR 72500 - Nutrition Research**

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

**NUTR 73100 - Human Nutrition and Metabolism**
Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

*prereq: NUTR 70500*

**NUTR 73200 - Advanced Nutrition II**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

*prereq: NUTR 73100*

**NUTR 73300 - Nutrition and Human Development**

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

**NUTR 73400 - Clinical Nutrition I**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73100*

**NUTR 73500 - Clinical Nutrition II**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73400*

**NUTR 74600 - Nutrition and Disease**

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

*coreq: NUTR 74700*

**NUTR 74700 - Advanced Nutrition and Assessment Laboratory**

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

*coreq: NUTR 74600*

**NUTR 75600 - Food Science and the Environment**

Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

*coreq: NUTR 75700*

**NUTR 75700 - Food Science and the Environment Laboratory**
Laboratory experience with the chemical and physical properties of food components.

coreq: NUTR 75600
Credits 1

NUTR 76000 - Practicum

Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

prereq: completion of 27 credits in NUTR

NUTR 77100 - Topics in Nutrition II

Varied by topic. See department for description per course offering.

prereq or coreq: All NUTR-MS Plan matriculants &amp; IPND, DI certificate, BSMS matriculants or department permission

Hours Variable 1-3
Credits Variable 1-3
repeatable course multiple times

NUTR 77200 - Topics in Nutrition II

Varied by topic. See department for description per course offering.

prereq or coreq: All NUTR-MS Plan matriculants & IPND, DI certificate, BSMS matriculants or department permission

Hours Variable 1-3
Credits Variable 1-3
repeatable course multiple times

NUTR 77300 - Topics in Nutrition II

Varied by topic. See department for description per course offering.

prereq or coreq: All NUTR-MS Plan matriculants & IPND, DI certificate, BSMS matriculants or department permission

Hours Variable 1-3
Credits Variable 1-3
repeatable course multiple times

NUTR 73000 - Nutritional Assessment of Urban Communities and Populations at Risk

The collection and analysis of data for the purposes of identification of, and designing interventions for, individuals and urban populations at nutritional risk.

NUTR 74800 - Nutrition Assessment & Counseling
Nutrition assessment in humans, including anthropometric, biochemical, clinical, and dietary assessment; the application of principles of communication and counseling skills.

prereq: NUTR MS matriculant
Hours 3 hrs
Credits 3 cr.

NUTR 77000 - Topics in Nutrition

Courses on current topics in nutrition.

prereq: No prerequisite courses required.
Open to NUTR MS or with departmental permission
Hours 1-6
Credits Variable 1-6 credits, with a maximum of 6 credits.
Offered periodically. Variable credits.

NUTR 78000 - Capstone

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the Nutrition MS program. Students will complete either a project, research/review paper, or a manuscript.

prereq: Completion of at least 18 credits of graduate coursework toward the MS Nutrition degree
Hours Variable 3-6 hrs
Credits Variable 3-6 cr. with a maximum of 6 cr.

PT 70100 - Clinical Anatomy

This course is an in depth study of the human body, with emphasis on the neurological, muscular and skeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions. Directed laboratory experiences are comprised of cadaver dissection and study of skeletal materials and anatomical models.

prereq: Acceptance into the Physical Therapy Program with completion of all admission requirements
Hours 6 hrs.
Credits 4 cr.

PT 70200 - Medical Terminology

This programmed computerized self-study will provide students with the ability to analyze medical terms, define basic terms and abbreviations used in documenting health records and identify common terms related to diagnosis, therapies, and diagnostic tests. Explain the common rules for proper medical term formation, pronunciation and spelling medical terms.

prereq: Acceptance into the Physical Therapy Program with completion of all admission requirements.
Hours 1
Credits 1
Online
PT 70300 - Foundations of Patient Care

This course serves as an introduction to the physical therapy profession and includes the history and scope of physical therapy practice. Fundamental physical therapy handling skills are the focus of this course including functional training, monitoring vital signs, palpation, and massage. Documentation of physical therapy services is introduced. The course will be a combination of lecture, demonstration and lab practice.

prereq: Acceptance into the Physical Therapy Program  
Hours 4  
Credits 2

PT 70400 - Ethical and Psychosocial Dimensions of Physical Therapy Practice

This course examines the multifaceted role of the physical therapist in the health care delivery system, introducing students to PT practice, methodology and professionalism as well as to the psychosocial aspects which mediate physical therapy interactions.

prereq: Acceptance into the Physical Therapy Program  
Hours 3  
Credits 3

PT 70600 - Upper Extremity Kinesiology & Assessment

The structure and function of joints and muscles will be reviewed for the upper extremities, head and neck. Clinical applications for functional movement and biomechanical principles are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the upper extremities, head, and neck.

prereq: Acceptance into the physical Therapy Program  
Hours 3  
Credits 2

PT 70700 - Research Design and Methods

Introduction to the scientific methods of inquiry, approaches to data analysis, types of experimental designs and their application to physical therapy research and practice.

prereq: Acceptance into the Physical Therapy Program  
Hours 3  
Credits 3

PT 70800 - Human Physiology and Exercise Physiology

This course provides an overview of cellular structures and functions which regulate body homeostasis from the point of cell division and genetic control of protein synthesis.

prereq: PT 70100, PT 70200  
Hours 5  
Credits 5

PT 70900 - Physical Modalities - Clinical Decision Making and Application
Principles and practical application of thermal, mechanical, electromagnetic and other energies in physical therapy is presented. This course is an introduction and comprehensive review of the physical modalities that are commonly employed in the physical therapy clinic for evaluation and treatment of various physical dysfunctions.

**PT 74000 - PT Prevention and Intervention**

Students learn and practice basic concepts of mobility, ROM, and stretching techniques. Application of therapeutic exercise to a broad population of clients from acute care to sports rehab are discussed and practiced, including prevention and restoration of function. Therapeutic application of basic neurophysiological principles associated with strengthening are also presented and practiced.

**PT 75100 - Structure and Function of the Nervous System**

This course provides an overview of microscopic, gross, and developmental anatomy of the human nervous system with emphasis on neurological process, structural and functional relationships. A local progression of information from molecular and cellular levels, to systems and regions provides a framework for students to understand neural organization.

**PT 75200 - Lower Extremity Kinesiology and Assessment**

The structure and function of joints and muscles will be reviewed for the lower extremities and trunk. Clinical applications for posture and gait evaluation are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the lower extremities and trunk.

**PT 75500 - Introduction to Clinical Education**

This course is designed to introduce the student to the principles and theories of educational and clinical strategies.

**PT 77000 - Directed Research I: Critical Inquiry**
To provide students with basic patterns of research from review of the literature to the design of an appropriate research project in the clinical physical therapy environment.

**prereq:** PT 70700  
**Hours** 1  
**Credits** 1

**PT 78000 - Clinical Medicine for PT**

This course provides an overview of disease and injury with an emphasis on conditions encountered in physical therapy. Student understanding of altered structural and physiological processes and how they apply to physical therapy assessment and treatment are expectations of this course.

**prereq:** PT 70100, PT 70800  
**Hours** 3  
**Credits** 3

**PT 79000 - Pulmonary Physical Therapy**

This course is designed to promote clinical reasoning skills in the examination, assessment, and intervention design for patients with pulmonary dysfunctions. A series of lectures, demonstrations, and laboratory experiences will explore the issues related to the management of the patient with a pulmonary disorder. Issues to be examined will include matters relating to professional behavior, scientific knowledge, clinical knowledge, critical analysis, and the competent performance of clinical interventions.

**prereq:** PT 70100, PT 70800  
**Hours** 3  
**Credits** 2

**PT 79500 - Integumentary System: Assessment and Intervention**

The course focuses on evaluation and management of individuals with integumentary dysfunction. Anatomy and physiology of the skin and the principles involved in normal wound healing are presented. Evaluation and management of individuals with burns and wounds based on clinical presentation will be covered in a lecture and practical format. Wound prevention and patient education will also be included as part of integumentary management.

**prereq:** PT 70100, PT 70800  
**Hours** 2  
**Credits** 1

**PT 80300 - Differential Diagnosis and Intervention in Clinical Orthopedics I**

This course is designed to promote clinical reasoning skills in the examination, assessment, and intervention in patients with orthopedic dysfunctions. Issues related to orthopedic dysfunction will be explored in a laboratory format.

**prereq:** PT 75100, PT 75200, PT 79000  
**Hours** 3  
**Credits** 2

**PT 80400 - Introduction to Neurological PT**
Foundations, examination, and interventions for the treatment of disorders of the Central Nervous System. Motor patterns of recovery and techniques as taught by Brunnstrom will be presented. Concepts of Motor Control and Motor Relearning Programs will enhance students' application of these techniques within the context of modern movement science.

**PT 80500 - Musculoskeletal Examination I**

Basic examination techniques utilizing selective tissue tension tests that will be applied to evaluate and diagnose lower extremity orthopedic conditions. Joint and soft tissue mobilization techniques and specific exercises will be applied as the Physical Therapy intervention for these diagnoses.

**PT 80600 - Clinical Experience I**

The first of four clinical internships in an acute care hospital setting or other setting appropriate for the objectives of this course. Under the supervision of a licensed physical therapist, the student will integrate and apply course work to provide quality care in the evaluation and treatment of patients with a variety of diagnoses.

**PT 80700 - Proprioceptive Neuromuscular Facilitation**

The historical and theoretical framework of Proprioceptive Neuromuscular Facilitation (PNF) that will serve as the foundation for learning these specialized hands-on exercise techniques. Students will apply the principles for training of the trunk and extremity musculature to potential patients with musculoskeletal, neuromuscular and cardiopulmonary dysfunction.

**PT 80800 - Differential Diagnosis in Neurological Evaluation**

A system of testing peripheral, central and autonomic nervous system function will be presented with an emphasis on specificity and sensitivity of the tests. Assessment of clusters of signs and symptoms that are used in clinical problem solving will be addressed.

**PT 80900 - Directed Research II**
Implement the research project at the designated locations and start data collection once all IRB approval(s) are in hand. Continue until data collection is completed.

**Prereq:** PT 70700  
**Hours:** 1  
**Credits:** 1

**PT 81000 - Neurological Interventions I**

The course includes a description of the principles of rehabilitation, etiology of spinal cord injury and traumatic brain injury, anatomical and physiological considerations, and understanding of special problems faced by adults with physical disabilities, evaluation and treatment techniques, an understanding of adapted equipment and wheelchairs, evaluation of the home environment and appropriate modifications.

**Prereq:** PT 80800, PT 80900  
**Hours:** 5  
**Credits:** 3

**PT 81100 - Cardiac Rehabilitation**

This course is designed to promote clinical reasoning skills in the examination, assessment, and intervention design for patients with cardiopulmonary dysfunctions. A series of lectures, demonstrations, and laboratory experiences will explore the issues related to the management of the patient with a cardiopulmonary disorder. Issues to be examined will include matters relating to professional behavior, scientific knowledge, clinical knowledge, critical analysis, and the competent performance of clinical interventions.

**Prereq:** PT 70100, PT 70800  
**Hours:** 3 hrs.  
**Credits:** 2 cr.

**PT 81500 - Physical Therapy in Acute Care**

This course is designed to introduce the student to the knowledge and skills necessary for a physical therapist to function in the acute care hospital setting. The student will be introduced to the various patient populations in the acute care hospital and the various roles and responsibilities of the physical therapist in this complex setting.

**Prereq:** PT 74000, PT 75200, PT 78000  
**Hours:** 2  
**Credits:** 1

**PT 82000 - Differential Diagnosis and Intervention in Clinical Orthopedics II/Radiology and Imaging**

Etiology and therapeutic management of selected orthopedic conditions of the upper extremity. Introduction to radiology and many of the imaging techniques used in the diagnosis of soft tissue injuries and pathological conditions.

**Prereq:** PT 80800, PT 80900  
**Hours:** 3  
**Credits:** 3

**PT 83000 - Orthotics and Prosthetics**
This course is designed to orient the student to the role and responsibilities of the physical therapist in the field of prosthetics and orthotics. This course emphasizes advanced evaluation of normal and abnormal gait with implications for treatment intervention in order to prepare the student for working with amputees and patients requiring orthotics in the clinical setting.

prereq: PT 75200, PT 80500, PT 80800

Hours 2
Credits 2

PT 83500 - Physical Therapy in Geriatrics

This course is designed to foster the students’ knowledge, understanding, and skills necessary to provide physical therapy to the older adult. Students will examine the aging process across physiological systems for individuals with and without other co-existing conditions. The patient management model (examination, evaluation, diagnosis, prognosis, treatment planning, intervention, and outcomes) will be discussed as it applies to this population.

prereq: PT 70400; PT 78000; PT 84000

Hours 1
Credits 1

PT 84000 - Differential Diagnosis and Intervention in Clinical Neurology

This course describes specific neurological systems and presents the clinical implications of disease or injury on each of these systems. Differential diagnosis of various peripheral nervous system and central nervous system disorders will be emphasized. The therapeutic management and scientific basis of various neurological conditions are addressed.

prereq: PT 80400, PT 80800

Hours 3
Credits 3

PT 85000 - Musculoskeletal Examination and Interventions II

Basic examination techniques utilizing selective tissue tension tests will be applied to clarify common upper extremity orthopedic diagnoses. Joint and soft tissue mobilization techniques and specific exercises will be applied as the Physical Therapy intervention for these diagnoses. Splinting for hands will be introduced. Spinal pathophysiology, back, school, work hardening programs and ergonomics will be presented.

prereq: PT 75200, PT 80300, PT 80500

Hours 5
Credits 3

PT 87000 - Health Promotion Through the Lifespan

This course defines the role of physical therapy in health prevention, promotion, and wellness. Wellness throughout the life span is emphasized through incorporating the interrelationships between physical activity, stress and mind-body connections and nutritional health.

prereq: PT 80600, PT 80700, PT 80900

Hours 2
Credits 2
PT 87200 - Topics in Physical Therapy

A course designed to cover clinical topics through lectures and laboratory classes taught by clinical specialists in physical therapy.

prereq or coreq: Acceptance into the Doctor of Physical Therapy Program
Hours Variable (minimum of 15)
Credits Variable (minimum of 1)

PT 88000 - Neurological Interventions II

Foundations, assessment procedures, and application of classical therapeutic exercise with a neurophysiological basis for the treatment of adult and pediatric disorders of the Central Nervous System, with emphasis on the techniques taught by the Bobaths (Neurodevelopmental Treatment).

prereq: PT 81000
Hours 4
Credits 2

PT 88100 - Seminar in Departmental Organization and Management

This course is designed to provide information and develop skills to manage an organized physical therapy service. There is an emphasis on effective management principles including organizational structure, human resource management, fiscal planning, department design, continuous quality improvement and risk management. The course will also describe the external environment of health care delivery, such as, government regulation, professional ethics and medical-legal issues.

prereq: PT 80600, PT 82000, PT 84000
Hours 3
Credits 3

PT 88200 - Pediatric Development and Assessment

Through lecture, laboratory experiences, discussion, videos and assigned readings, the student will be able to examine and understand normal and abnormal human development; theory and practice of physical therapy intervention in developmental disabilities.

prereq: PT 70600, PT 74000, PT 75200, PT 80300
Hours 2
Credits 2

PT 88300 - Pharmacology for PT and Systems Review

This course provides an overview of previously covered physiology and pathophysiology of different body systems and provides rationale for use of drugs and other available treatments in different diseases. Indications, contraindications, side effects of commonly used medications receiving physical therapy services are presented.

prereq: PT 81000, PT 85000
Hours 3
Credits 3
PT 88400 - Musculoskeletal Examination and Intervention III

Advanced management of the spine including selective tissue testing techniques. Selection of appropriate physical therapy interventions for individuals with spinal dysfunction (excluding spinal cord injury); ergonomics, joint and soft tissue mobilization; back exercise; and neural tension testing.

 prereq: PT 80500, PT 82000, PT 85000
 Hours 5
 Credits 3

PT 88500 - Electrodiagnosis

This course focuses on the physiological basis and techniques of the electrodiagnostic evaluation of the neuromuscular system through the use of nerve conduction studies and needle electromyography. Students learn the application of these techniques to the upper and lower extremities, and the interpretation of results/reports through case studies. Surface and needle kinesiological electromyographic recordings for research application will be examined.

 prereq: PT 81000; PT 84000
 Hours 1
 Credits 1

PT 88600 - Clinical Experience II

This is the second of four clinical externship placements throughout the curriculum. A ten-week full-time placement is required for this clinical education experience. The purpose of the placement is to provide a hands-on patient care environment under the supervision of a licensed physical therapist. Clinical faculty serve as the direct instructors providing students with regular feedback. Students and CIs are monitored by the Director of Clinical Education (DCE) during this second clinical education experience.

 prereq: PT 80600, PT 84000, PT 88200
 Hours 10 weeks full-time
 Credits 5

PT 88700 - Clinical Decision Making

This seminar will bring students together to integrate clinical decision making through case studies, case scenarios, administrative issues and the resolution of conflict within the workplace.

 prereq: PT 80600, PT 84000, PT 85000
 Hours 1
 Credits 1

PT 88900 - Clinical Experience III

This is the third of four clinical internship placements throughout the curriculum.

 prereq: PT 88600, PT 84000, PT 85000
 Hours 9 weeks
 Credits 4.5 cr.

PT 89000 - Clinical Experience IV
This is the fourth of four clinical internship placements throughout the curriculum.

*prereq: PT 88950
Hours 9 weeks (full-time)
Credits 4.5*

**PT 89500 - Directed Research IV: Manuscript Preparation**

Students will complete the research project and prepare a publishable manuscript.

*prereq: PT 88800
Hours 1
Credits 1*

**PT 89800 - Biofeedback Interventions in Physical Therapy**

This course will provide students with the opportunity to practice biofeedback as a physical therapy evaluation and intervention tool.

*prereq: PT 88800
Hours 22.5
Credits 1*

**PHYS 60500 - Mathematical Physics**

Introduction to basic mathematical techniques used in physics.

*Hours 45
Credits 3*

**PHYS 61500 - Electromagnetic Theory**

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

*Hours 45
Credits 3*

**PHYS 62100 - Electronics**

Fundamental ideas of electronic circuits with special emphasis on solid state devices.

*Hours 45
Credits 3*

**PHYS 62500 - Introduction to Quantum Mechanics**

Fundamental ideas in the study of atomic sized systems.

*Hours 45
Credits 3*
PHYS 63000 - Science and Society

Study of the interactions between technological and societal changes, with an emphasis on directing productive critiques and debates over potentially controversial technological change within the classroom. Focusing on present-day issues, students will learn various models of analyzing the impact of scientific change on society and how social change directs science.

prereq: one graduate-level physics course or permission of instructor

Hours 45  
Credits 3

PHYS 64500 - Solid State Physics

Introduction to basic theory and techniques in study of matter on solid state.

Hours 45  
Credits 3

PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning

Overview of research and theory related to misconceptions in physics. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the comprehensive examination for the science portion of the MA degree.

prereq: PHYS 63000 and two elective courses in physics or permission of instructor

Hours 60  
Credits 4

PHYS 68500 - Numerical Methods I

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations, curve fitting and function approximation, interpolation, differentiation and integration, differential equations.

Cross-listed (Cross-listed with MATH 68500.)

prereq: MATH 15500

Hours 45  
Credits 3

PHYS 69500 - Numerical Methods II

Topics in numerical methods selected from solutions of linear equations, interpolating functions, root finding methods, nonlinear equations, Fourier series and the fast Fourier transform, partial differential equations. A major term project

Cross-listed (Cross-listed with MATH 69500.)

prereq: PHYS 68500

Hours 45  
Credits 3

PHYS U70100 - Mathematical Physics
Study of the basic mathematical techniques used in physics.

*Hours 60 hrs,
Credits 4 cr*

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

**PHYS U70200 - Mathematical Physics**

Study of the basic mathematical techniques used in physics.

*Hours 60 hrs,
Credits 4 cr*

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

**PHYS U71100 - Analytical Dynamics**

Study of advanced classical mechanics.

*prereq or coreq: PHYS U70100
Hours 60 hrs,
Credits 4 cr*

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

**PHYS U71500 - Electromagnetic Theory**

Advanced concepts of static and time-dependent electromagnetic fields.

*prereq or coreq: PHYS U70100
Hours 60 hrs,
Credits 4 cr*

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

**PHYS U71600 - Electromagnetic Theory**

Advanced concepts of static and time-dependent electromagnetic fields.

*prereq or coreq: PHYS U70100
Hours 60 hrs,
Credits 4 cr*

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

**PHYS U72500 - Quantum Mechanics**

Basic study of quantum theory of matter including introduction to relativistic theory.

*prereq or coreq: PHYS U70100*
PHYS U72600 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

**Prereq or coreq:** PHYS U701
**Hours 60 hrs,**
**Credits 4 cr**
The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U74100 - Kinetic Theory and Statistical Mechanics

Study of physical properties of systems consisting of very large numbers of particles.

**Hours 60 hrs,**
**Credits 4 cr**
The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U77100 - Research or Independent Study

Research or independent study done under supervision of faculty member.

**Hours 30-120 hrs,**
**Credits 1-4 cr**
The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U77200 - Research or Independent Study

Research or independent study done under supervision of faculty member.

**Hours 30-120 hrs,**
**Credits 1-4 cr**
The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U77300 - Research or Independent Study

Research or independent study done under supervision of faculty member.

**Hours 30-120 hrs,**
**Credits 1-4 cr**
The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.
PHYS U73800 - Introduction to Non-equilibrium Statistical Mechanics

Course offered if demand is sufficient

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

PHYS U74500 - Solid State Physics

Course offered if demand is sufficient

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

PHYS U74600 - Solid State Physics

Course offered if demand is sufficient

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

PHYS U75700 - Astrophysics

Course offered if demand is sufficient

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

PHYS 61100 - Analytical Mechanics

Course offered if demand is sufficient

PHYS 62400 - Plasma Physics

Course offered if demand is sufficient

PHYS 67100 - Modern Physics Laboratory

Course offered if demand is sufficient

PSYCH 60500 - Abnormal Psychology: Advanced Course (A)

Covers facts and theories about the etiology of mental disorders; consideration of deviations commonly found in the population, such as mental retardation.

prereq: Psych 22000 or 22300

PSYCH 63000 - Theories and Methods of Psychotherapy (A)
Evolution of theories and methods of individual psychotherapy with a focus on central issues in the field.

Hours 3 hrs including conference,
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

**PSYCH 64100 - Comparative Psychology (B)**

Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

Hours 3 hrs including conference,
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

**PSYCH 64600 - Physiological Psychology (B)**

The basics of neuroscience as sampled from the behavioral aspects. Topics covered include: structure and function of cells in the nervous system; neural communication: physiology and pharmacology; structure of the nervous system and endocrine system; research methods of physiological psychology; sensory and motor systems; aggressive behavior; anatomy of learning.

Hours 3 hrs including conference
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

**PSYCH 65100 - Psychology of Small Groups (A)**

Therapeutic groups have experienced massive development and rapid spread: over ten million adults currently participate in the US. The course consists of a didactic part (including such topics as leadership, group structure and power, norm formation, and conditioning) as well as a clinical part (in which students participate both as potential leaders and clients). The aim is to familiarize students with group processes and an understanding of group dynamics.

Hours 1 hr lecture, 2 hrs lab, incl conf,
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. Instructor's permission

**PSYCH 65151 - Family and Couples System (A)**

Family and couples communication as seen through the lens of systems theory. Topics include interpersonal meanings and patterns, conflict, and barriers to intimacy. Conceptual material is complemented by real case examples and TV and film illustrations.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.
PSYCH 67600 - Psychology of Personality (A)

Frameworks for the study of personality, including classical psychoanalysis, American psychiatry, behaviorism, and phenomenology. Theorists studied include Freud, Adler, Jung, Sullivan, Dollard and Miller, Rogers, and Binswanger and Boss.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 68000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area — varies from semester to semester.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 69000 - Independent Research in Psychology

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review. May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69100 PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.

Hours 3 hrs.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 69100 - Independent Research in Psychology

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000, such as a literature review, a pilot study, or acquisition of a new research technique or skill.

Hours 1 hr.
Credits 1 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 69200 - Independent Research in Psychology

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000 but more extensive than that required for PSYCH 69100. This may involve a literature review, a pilot study, or acquisition of a new research technique or skill.
Hours 2 hrs.
Credits 2 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

**PSYCH 70100 - Advanced Experimental Psychology I**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

*prereq: a graduate course in statistics*

*Hours 2 hrs lecture, 2 hrs lab,*

*Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 70200 - Proseminar in Psychology**

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

*Hours 3 hrs including conference*

*Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 70500 - Statistical Methods in Psychology I**

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

*prereq: PSYCH 24800 or equivalent*

*Hours 2 hrs lecture, 2 hrs conf or lab,*

*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 70600 - Statistical Methods in Psychology II**

Covers advanced topics in statistics, including multivariate analysis, multiple regression, analysis of variance for complex designs, and analysis of covariance.
PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor
Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70702 - Thesis Research

Additional semester of individual research under the supervision of a department faculty member. A formally approved Thesis Proposal and written approval from the faculty sponsor is required.

prereq: PSYCH 70701
Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. Limited to students working on their MA thesis.

PSYCH 71000 - Advanced Physiological Psychology I (Neuroscience I) (B)

An introduction to fundamental methodology in neuroscience research and a focus on the functioning of individual neurons and communication between neurons. This team-taught course is part of a two-term sequence covering fundamental concepts in neuroscience.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. Instructor's permission. Neuroscience I is not a prerequisite for Neuroscience II.

PSYCH 71100 - Advanced Physiological Psychology II (Neuroscience II) (B)

Topics in neuroscience, including development of neural patterns, cellular differentiation, pathways and synaptic connections, the genetics of neural development, neural sexual differentiation, neural plasticity and endocrine factors, somatosensation, motor systems, and vision.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission
PSYCH 71600 - Animal Behavior I: Mechanisms of Behavior (B)

History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and biorhythms); animal orientation and communication; cognitive ethology and culture.

Hours 3 hrs including conference,
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 71751 - Field Study in Animal Behavior and Conservation (B)

Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

Hours 3 hrs including conference.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 71800 - Ethology (Animal Behavior II – Behavioral Ecology) (B)

Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology.

Hours 3 hrs including conference,
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 72000 - Developmental Psychology I (S)

Topics in development, including pre- and perinatal influences on development, learning, cognition, and aggression. The course uses a variety of perspectives to examine issues in development.
**PSYCH 73000 - Psychology of Learning (B)**

Contemporary phenomena and theories about learning and behavior, including both animal and human examples of learning phenomena with a focus on basic processes.

**PSYCH 73700 - Cognitive Development (S)**

The development of cognition, i.e., the development of higher mental processes. Areas covered include infancy, conceptual development, memory, social cognition, and language.

**PSYCH 73800 - Cognitive Psychology (S)**

A theoretical and experimental overview of cognitive psychology. Topics include cognitive architecture, attention, pattern recognition, memory, language processing, and representation of knowledge.

**PSYCH 73900 - Research Methods in Animal Behavior (A, B)**

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

**PSYCH 74200 - Contemporary Psychoanalytic Theories (A)**

An exploration of the British object relations theorists and their influence on contemporary psychoanalytic approaches. Students should have some background in basic psychoanalytic theory.

_prereq: PSYCH 22000 or 67600, and PSYCH 22300 or permission of the instructor_

_Hours 3 hrs including conference._

_Credits 3 cr._
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 74400 - Stress, Trauma, and Resilience**

This course covers the interrelated topics of stress, trauma, and resilience. It uses a clinical science perspective to emphasize both normative (healthy) and problematic physiological and psychological responses to stress and trauma, as well as factors that influence resilience. Students are expected to have a working knowledge of abnormal psychology and research methods. Students will be expected to have completed Research Methods and Abnormal Psychology.

**prereq:** Permission of the Graduate Advisor  
**Hours** 3 hrs  
**Credits** 3 cr.

**PSYCH 74600 - Social Psychology (S)**

An advanced overview of the field, includes a focus on: the development of social psychological theory; beliefs, attitudes, and social behavior; stereotyping and prejudice; influencing attitudes and changing behavior; interpersonal perception; the self and social identity; social interaction and interpersonal relationships; group dynamics; and implications of social psychology for understanding society.

**Hours** 3 hrs including conference.  
**Credits** 3 cr.  
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 74700 - Experimental Social Psychology**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

**prereq:** a graduate course in statistics  
**Hours** 2 hrs lecture, 2 hrs lab.  
**Credits** 3 cr.  
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 74800 - Psychological Theories of Ethnic and Cultural Identity (S)**

Current research and theory on ethnic and racial identity development, including components of ethnic/racial/ cultural identity; historical and conceptual issues; the state of theory and research on ethnic identity as it pertains to particular ethnic groups; racial and ethnic socialization; language and ethnic identity; applications of the ethnic identity construct.

**Hours** 3 hrs including conference.  
**Credits** 3 cr.  
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.
PSYCH 75000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area – varies from semester to semester.

*Hours 3 hrs including conference.*

*Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

*Hours 3 hrs including conference.*

*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75104 - Basic Psychological Processes 2: Development, Cognition and Language (S)

Covers the basic concepts in memory, language and cognitive development. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

*Hours 3 hrs including conference.*

*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75300 - Attitudes and Attitude Change (S)

Covers traditional and current theory and research on attitudes and persuasion in social psychology, including attitude formation, structure, and measurement; the link between attitudes and behavior; prejudice and discrimination; and persuasion theories including cognitive dissonance, message learning, fear appeals, and elaboration likelihood.

*Hours 3 hrs including conference.*

*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75400 - Applied Animal Welfare & Behavior (B)

Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g. enrichment and training) and animal welfare assessment tools will be described and evaluated.

PSYCH 75500 - Psychopathology I (A)
Familiarizes students with thinking and research about diagnosis, etiology, course and treatment of abnormal behavior. Topics covered include diagnosis and the principles and techniques of assessment; research methodology (experimental and correlational); the schizophrenias, mood disorders, neuroses, personality disorders, and stress reactions.

*Hours 3 hrs including conference.*
*Credits 3 cr.*
*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.*

**PSYCH 75700 - Animal Thinking and Communication (S, B)**

This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

**prereq:** PSYCH 71700 or permission of instructor or of Animal Behavior and Conservation Coordinator

*Hours 3 hrs.*
*Credits 3 cr.*

**PSYCH 75800 - Conservation Biology/Psychology**

An understanding of biodiversity, human impacts on biodiversity, the theory and practice of maintaining biodiversity in a developing world, and the social psychology of motivating action to protect nature. Special emphasis will be placed on how human and animal behavior threatens biodiversity. This course serves a basis for more specialized courses and provides the framework within which behavioral studies are implemented to inform conservation action with special consideration of factors that influence desire and willingness to take such actions.

**prereq:** Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

*Hours 3 hrs. including conferences*
*Credits 3 cr.*

**PSYCH 78400 - Colloquium in Animal Behavior and Biopsychology**

The fall colloquium is organized by doctoral students in the Biopsychology, Behavioral Neuroscience program and includes presentations on a variety of topics by students, faculty and outside speakers. The spring colloquium is a themed set of symposia in which distinguished visiting scientists discuss their work in relation to current issues in the field.

*Hours 1 hr.*
*Credits 1 cr.*
*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.*

**PSYCH 70000 - History of Psychology**

**PSYCH 70400 - Instrumentation in Experimental Psychology**

**PSYCH 72100 - Developmental Psychology II**
PSYCH 73500 - Psychology of Perception
PSYCH 73600 - Sensory Perception
PSYCH 74000 - Personality
PSYCH 74100 - Evolution of Psychoanalytic Theory
PSYCH 75003 - Comparative Cognition and Learning
PSYCH 75200 - Language and Thought
PSYCH 75600 - Psychopathology II
PSYCH 76000 - Psychometric Methods
PSYCH 76100 - Measurement of Abilities
PSYCH 76300 - Psychophysical Methods
PSYCH 76400 - Personality Measurement I
PSYCH 76500 - Personality Measurement II: Projective Techniques
PSYCH 78000 - Quantitative Methods in Psychology
PSYCH 78300 - Mathematical Models in Psychology
PSYCH 79000 - Experimental Psychopharmacology
PAF 91000 - Introduction to Public Affairs

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

PAF 91030 - Communication in Public Settings

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

PAF 91200 - Managing Organizations in the Public and Not-for-Profit Sectors
Fundamental concepts and techniques for managing government and not-for-profit agencies, including schools. This course focuses on structural models, individual behavior, including group dynamics and leadership, and political and cultural frameworks. Questions of effectiveness, responsibility, and professional relations are considered.

**PAF 91230 - Program Evaluation**

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

*Hours 2 hours plus conference*

*Credits 3*

**PAF 91300 - Economic Analysis and Public Policy**

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

**PAF 91400 - Budgeting, Accounting and Financial Analysis**

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

**PAF 91700 - Research and Analysis I**

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

**PAF 91720 - Research and Analysis II**

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

**PAF 91800 - Policy Analysis**

Overview of the use of analytic techniques in solving public sector problems and designing government programs. Topics include agenda setting, approaches to problem solving, the role of values in policy making and policy analysis, policy-relevant data collection and analysis, principles of benefit-cost analysis, techniques of policy analysis (e.g., queuing, simulations, formal modeling), strategies for policy adoption and implementation, and the politics of policy analysis.
PAF 97350 - Health Politics and Policymaking

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

Hours 3
Credits 3

EPI 76000 - Modeling and Making the Most of your Data with R

This course will provide students with a toolkit for making the most of their data using R when appropriate. This course will consolidate many of the skills previously taught in data analysis and modeling. It will focus on the practical application of these skills throughout the lifecycle of a research project, and provide illustrations and applications of relevant techniques in R. It will provide grounding in the use of R.

prereq: EPI75100 (Epidemiological Methods II) and BIOS75100 (Applied Biostatistics II)
Open to MPH and EOHS-MS or departmental permission.

Hours 3 hrs
Credits 3 cr.

EPI 76100 - Psychiatric and Mental Health Epidemiology

An introduction to the epidemiology of mental health and mental illness. This course takes an explicit epidemiologic perspective, focusing on the study of the burden and determinants of mental illness. It reviews the extant literature on the epidemiology of specific disorders and evaluates studies that investigate risk factors for mental illness. We will consider methodologic challenges involved in the study of mental health and illness such as limitations to diagnostic techniques and screening instruments and issues surrounding co-morbidity. The course will also address the social consequences of mental illness, and consider how we may apply epidemiologic methods to promoting psychological wellbeing in the general population.

prereq: EPI 75000 (Epidemiological Methods I) or equivalent
Open to MPH and EOHS-MS or departmental permission.
recommended prereq or coreq: experience with statistical software (e.g., SPSS, SAS or STATA) preferred but not required

Hours 3 hrs
Credits 3 cr.

EPI 76200 - Life Course Epidemiology

Provides a theoretical framework as to how life-course exposures affect vulnerability to disease, knowledge about life course influences on selected diseases and the implications for prevention and control. This course will also consider how intra- and inter-generational influences may be relevant to disparities in health. Readings will address empirical patterns, prevailing theories and controversies regarding life course influences, as well as addressing interventions or policies that may be applied to improve population health.

prereq: EPI 75000 (Epidemiological Methods I)
Open to MPH and EOHS-MS or departmental permission.
EPI 76300 - Public Health Surveillance

Public health surveillance is the fundamental mechanism that public health agencies use to monitor the health of the communities they serve. It is a core function of public health practice, and its purpose is to provide a factual basis from which agencies can appropriately set priorities, plan programs, and take actions to identify and reduce disparities, promote, and protect the public's health. This course will cover the principles of public health surveillance, including historical context, vital registration, disease reporting regulations and notifiable diseases, surveillance registries, surveillance for behaviors and risk factors, administrative data sources in surveillance, epidemiologic uses of surveillance data, legal and ethical issues, and dissemination of surveillance information.

prereq: PH 75300 (Principles of Epidemiology), PH 75200 (Introduction to Epidemiology), PH 75100 (Principles of Biostatistics), PH 75000 (Introduction to Biostatistics)
Open to MPH and EOHS-MS or departmental permission.

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100

PH 75400 - Fundamentals of Environmental Health
Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

**PH 75600 - Fundamentals of Health Policy and Management**

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy analysis of public health agencies and private sector managed care.

**EPI 77200 - Topics Emerging in Epidemiology**

This short course brings leading experts into classrooms to teach emerging methods in epidemiology, study controversial topics, or provide a rapid immersion into a specialized topic. Each course combines didactic teaching with applied hands-on training.

**HPM 75000 - Public Health Management**

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs.

**HPM 75100 - Public Health and Health Care Law**

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.

**PH 75500, PH 75600 or with instructor's permission for those with at least one year of health care experience**
HPM 75200 - Comparative Analyses of Urban Health Care Systems

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

prereq: PH 75500, PH 75600
Students can take this course or HPM 75400

HPM 75300 - Public Health Policy Analysis

Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

prereq: PH 75500, PH 75600

HPM 75400 - Public Health Advocacy

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

prereq: PH 75500, PH 75600
Students can take this course or HPM 75200

HPM 75500 - Health Economics

This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.

prereq: Recommended pre-req: PH 75500, PH 75600

HPM 77000 - Topics in Public Health Policy and Management

Courses on current topics in public health policy and management.

Offered periodically

RLNG 70100 - Introduction to Romance Linguistics I

Comparative study of evolution of French, Italian, and Spanish.

Hours 30 hrs plus conferences,
Credits 3 cr
(Required for MA in Arts and Sciences, if RLNG 70200 is not taken.)

RLNG 70200 - Introduction to Romance Linguistics II
Development of phonology and morphology. Schools and theories of Romance linguistics.

Hours 30 hrs plus conferences,
Credits 3 cr
May be taken independently of RLNG 70100.

**FREN 70100 - History of the French Language**

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 72100 - French Poetry of 16th Century Classical and Italian Influences**

The Lyons poets, the Pléiade, Protestant poets.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 72500 - Main Currents of French Renaissance**

Study of different aspects of French Renaissance in the works of major authors.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 73200 - French Tragedy of 17th Century**

Study of characteristics of French tragic theatre from Baroque to Classicism. Emphasis on plays and prefaces of Corneille and Racine.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 73300 - Theatre of Molière**

Analysis of major plays. Discussion of theatrical life of the period.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 73400 - French Moralists of Classical Period**

Works by such authors as La Rochefoucauld, Bossuet, La Fontaine, Madame de Sévigné, Fénélon, La Bruyère, Saint-Simon.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 74100 - Diderot**
Study of novels and aesthetic and philosophical theories. Diderot's influence through the Encyclopédie.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**FREN 75300 - Balzac and Stendhal**

Major novels of Balzac and Stendhal. Comparative analysis of their themes, and narrative techniques. Study of intellectual, social and political trends of the period.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**FREN 75400 - Flaubert, Zola, and Maupassant**

Analysis of selected works. Study of Realism and Naturalism and their impact on French fiction.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**FREN 75500 - French Fiction from Romanticism to the Decadence**


*Hours 30 hrs plus conferences,
Credits 3 cr*

**FREN 75600 - 19th-Century French Theatre**

Main trends from Melodrama to Théâtre Libre. Readings from Pixérécourt, Hugo, Vigny, Musset, Scribe, Labiche, Dumas fils, Sardou, Becque, Feydeau, Maeterlinck, Courteline. Study of dramatic theory and styles of theatrical production.

*Hours 30 hrs plus conferences,
Credits 3*

**FREN 76000 - Aspects of 20th-Century French Fiction**

Analysis and discussion of novels by Mauriac, Duhamel, Alain-Fournier, Rolland, Colette, Saint-Exupéry, Malraux, Sartre, Camus and le Nouveau roman.

*Hours 30 hrs plus conferences,
Credits 3 cr
(For Gide and Proust, see FREN 76100.)*

**FREN 76100 - Gide and Proust**

Analysis of authors' major fiction. Study of their style and creative process.
**FREN 76500 - Aspects of Modern French Theatre**

Analysis and discussion of plays by such authors as Claudel, Giraudoux, Romain, Montherlant, Anouilh, Sartre, Camus, Beckett, Ionesco, Duras.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**FREN 79100 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**FREN 79200 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**FREN 79300 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**FREN 79400 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**FREN 79500 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**FREN 79600 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.
Hours 30 hrs plus conferences,  
Credits 3 cr  

**FREN 79700 - Special Topics in French Literature**  
Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.  

Hours 30 hrs plus conferences,  
Credits 3 cr  

**FREN 79800 - Special Topics in French Literature**  
Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.  

Hours 30 hrs plus conferences,  
Credits 3 cr  

**FREN 79900 - Special Topics in French Literature**  
Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.  

Hours 30 hrs plus conferences,  
Credits 3 cr  

**FREN 79903 - Independent Study in French Literature**  

**FREN 60000 - Basic Course in French for Graduate Students**  

**FREN 61100 - Explication de Texte**  

**FREN 62100 - Genre Studies I: French Poetry**  

**FREN 62200 - Genre Studies II: The Theatre in France**  

**FREN 62300 - Genre Studies III: The French Novel**  

**FREN 62400 - Literature of Ideas**  

**FREN 70200 - Studies in French Criticism**  

**FREN 70800 - Methods of Research**  

**FREN 71100 - Medieval French Literature**  

**FREN 71200 - Medieval French Literature II**  

**FREN 72200 - Rabelais and Montaigne**
FREN 73100 - Descartes and Pascal

FREN 74200 - Voltaire and Rousseau

FREN 75000 - Era of Chateaubriand

FREN 75100 - Romanticism and the Parnasse

FREN 75200 - French Poetry from Baudelaire to Symbolism

FREN 75300 - Major Currents of Modern French Poetry

ITAL 70100 - History of the Italian Language

**Hours 30 hrs plus conferences,**
**Credits 3 cr**

ITAL 70200 - Writing and Reading Workshop in Italian Literature, Art, and Film

Advanced laboratory of writing and reading in Italian through the study of verbal and visual media.

**Hours 30 hrs plus conferences,**
**Credits 3 cr**
**Counts toward the MA in Italian Literature and Italian Adolescent Education.**

ITAL 71100 - Italian Literature from its Origins to 13th Century

**Hours 30 hrs plus conferences,**
**Credits 3 cr**

ITAL 71200 - Dante's Vita nuova and Inferno

Dante's works in the political and intellectual context of Medieval Europe.

**Hours 30 hrs plus conferences,**
**Credits 3 cr**

ITAL 71300 - Dante's Purgatorio

Intensive study of the cantica's background, symbolism, poetical significance and content.

**Hours 30 hrs plus conferences,**
**Credits 3 cr**

ITAL 71400 - Dante's Paradiso

A study of the Paradiso's poetics, its theo-philosophical and cosmological content.
ITAL 71500 - Petrarch's Poetry in Motion

Study of the formal and thematic features of Petrarch's poetry and prose, with particular attention to the role of change in his *Canzoniere*.

*prereq: Approval of graduate adviser required*

**ITAL 71600 - Boccaccio's Decameron and Other Works**

**ITAL 72000 - Dante's Prose Works**

Literary, historical and philosophical analysis of *Vita nuova*, *Convivio*, *De vulgari eloquentia* and *Monarchia*.

**ITAL 72100 - Ariosto**

Analysis of *Orlando furioso*, Satire and theatre.

**ITAL 72200 - Machiavelli: Political Theorist and Moralist**

Study of *Istorie fiorentine*, Lettere, Mandragola, *Principe* and *Discorsi*.

**ITAL 72500 - Tasso's Gerusalemme liberata**

Study of Tasso's epic poem and related linguistic, historical and philosophical issues.

**ITAL 72600 - Italian Theatre I – From Machiavelli to Alfieri**

Study of Renaissance comedy, Commedia dell'arte, Goldoni, Alfieri.
ITAL 72700 - Italian Theatre II – From Manzoni to Contemporaries

Study of theatre from Risorgimento to D'Annunzio, Pirandello and contemporary playwrights.

ITAL 75200 - Art and Humanism of Manzoni

Study of the Promessi sposi and poetic, dramatic, and critical works.

ITAL 75400 - Carducci, D’Annunzio, Pascoli

Representative poetic, dramatic and narrative works.

ITAL 75500 - Leopardi

Study of poetry and prose. Art of Leopardi in Italian and European context.

ITAL 76000 - Independent Research in Italian Literature

ITAL 76300 - Modern Italian Novel From Verga's I Malavoglia to Novels of Moravia

Novel and modern Italian society; novel as art form in the 20th century.

ITAL 76400 - Modern Italian Poetry

From Pascoli to the present. Particular attention to Ungaretti, Montale, Quasimodo, and Spaziani.
ITAL 76500 - Croce and His Contemporaries

Study of impact of Croce and his contemporaries on Italian literature, philosophy, and theory of history.

Hours 30 hrs plus conferences,
Credits 3 cr

ITAL 79300 - Special Topics in Italian Literature

Hours 30 hrs plus conferences,
Credits 3 cr

ITAL 79900 - Thesis Seminar

Individual research under guidance of faculty member. To be taken concurrently with preparation of master's essay.

Credits 3 cr

ITAL 71000 - Dante's Inferno

ITAL 72300 - Poets, Philosophers, Historians and Scientists of the Baroque

ITAL 72400 - Lorenzo de' Medici and His Circle

ITAL 75100 - Pre-Risorgimento Period

ITAL 75300 - Foscolo and Leopardi

ITAL 75600 - Neoclassical Tradition from Parini to D'Annunzio

ITAL 76200 - Italian Novel and Theatre Since 1900

ITAL 79100 - Studies in History of Italian Theatre

SPAN 60100 - Advanced to Superior Spanish Grammar & Writing

SPAN 601 is designed to foster the transition from Advanced to Superior level writing ability as defined by the American Council on the Teaching of Foreign Language (i.e., descriptions, narrations, and expositions to essays consisting of analyses and argumentation) in Spanish. Multiple readings on topics of current and general interest (education, immigration/multiculturalism, gender/the family, power/politics, communication, nature/technology and science) are analyzed to serve as models for assignments consisting of brief but formal academic papers. SPAN 601 also emphasizes Superior level grammar, linguistic functions, and stylistic and rhetorical conventions.

Hours 3 hrs
Credits 3 cr.

SPAN 70100 - History of the Spanish Language
SPAN 70400 - Spanish Theatre from the 19th Century to the Present

Main currents in Spanish theatre during the 19th and 20th centuries.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 70500 - Lyric Poetry from Garcilaso to Gongora

Main currents in Spanish poetry during Renaissance, Counter-Reformation, and Baroque periods.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 71100 - Spanish Poetry of Middle Ages

Origins and development of Castilian epic and lyric poetry, with special emphasis on Poema del Cid and Libro de buen amor.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 72000 - Spanish Novel of 16th and 17th Centuries

Genesis and main forms of novel in Renaissance and Baroque periods with special emphasis on picaresque novel.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 72200 - Cervantes' Don Quixote

Analysis and interpretation of content and structure of Don Quixote, Cervantes' significance as creator of modern novel.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 72500 - Spanish Comedia

Dramatic art of Golden Age from Lope de Vega to Calderón de la Barca. Patterns, style, and influence in world literature.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 73000 - Spanish Neoclassic Poetry and Essay

New currents in Spanish thought and poetry through 18th century.
SPAN 74200 - Realism and Naturalism in the Spanish Novel of 19th Century

Development of modern fiction from Costumbrismo to second generation of Naturalistic novelists. Special emphasis on work and significance of Pérez Galdós.

SPAN 75000 - Contemporary Spanish Poetry

Trends in Spanish poetry from Generation of 1898 to Existentialism.

SPAN 75100 - Romantic Poetry from Rivas to Bécquer

Distinctive features of Romantic movement in Spain as manifested in work of main Romantic and post-Romantic poets.

SPAN 75600 - The Contemporary Spanish Novel

Main currents, types, and representative authors of modern Spanish fiction from Naturalism to present.

SPAN 76000 - Spanish-American Literature: The Colonial Period

From early chroniclers of Indies to Neoclassicism.

SPAN 76300 - Spanish-American Fiction I: From Origins through Modernista Novel

Lizardi's El Periquillo sarniento, Romanticism, Realism, Naturalism, and Modernismo.

SPAN 76400 - Spanish-American Fiction II: From "The Novel of the Mexican Revolution" to the Present
Development of Spanish-American novel and short story since Modernismo.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**SPAN 76500 - Spanish-American Poetry I: From Neoclassicism through Modernismo**

Spanish-American poetry from La Independencia to World War I. Attention paid to development of prosa artística during Modernista period.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**SPAN 76600 - Spanish-American Poetry II: From Post-Modernismo to the Present**

Post-Modernismo, Vanguardism, most recent trends.

*Hours 30 hrs plus conferences,
Credits 3 cr*

**SPAN 76800 - The Literature of Memory in Latin America**

The course studies literary and filmic texts shaped by the upheavals of the period of military dictatorships in Latin America, from the late 1970s through the 1990s. Some of the questions raised by this rich corpus are the following: How can political violence be represented artistically? What are the limits, ethical and otherwise, of such representations? How does memory shape and define our understanding of traumatic historical events? After devastation, how can literary and filmic texts contribute to mourning and community building?

*prereq: Open only to students in the Master's Degree in Spanish and Teacher Education Program (TEP) in Spanish
Hours 3 hrs
Credits 3 cr.*

**SPAN 76900 - Spanish-American Theatre I**

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

*Hours 30 hrs plus conferences,
Credits 3 cr*

**SPAN 77000 - Spanish-American Theatre II**

Continuation of SPAN 769. Study of main theatrical currents in Spanish America from the second part of the 19th century to the present.

*Hours 30 hrs plus conferences,
Credits 3 cr*
SPAN 77700 - Spanish-American Thought I

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

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 77800 - Spanish-American Thought II

Continuation of SPAN 777. Study of the main currents of thought that led to the present characteristics of Spanish America from the end of the 19th century to the present.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 79100 - Special Studies in Spanish Literature

Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 79600 - Special Studies in Spanish-American Literature

Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 61100 - Literature of the Spanish Renaissance and the Counter-Reformation

SPAN 61200 - Major Authors of Spanish Baroque

SPAN 61400 - Spanish Literature of 19th Century

SPAN 61500 - Contemporary Spanish Literature

SPAN 61600 - Spanish-American Literature from Its Origin Through Romanticism and Realism

SPAN 61700 - Spanish-American Literature: Modernismo and Contemporary Trends

SPAN 62100 - Main Trends in Spanish Thought and Art
SPAN 62200 - Main Trends in Latin-American Thought and Art

SPAN 72300 - Theatre Before Lope de Vega

SPAN 72600 - Nonfictional Prose of Golden Age

SPAN 75400 - The Modern Essay in Spain

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

*prereq: SOC 24100 or equiv*

*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

*prereq: GSR 70800 with grade of B or better*

*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

*prereq: SOC 24100 or equiv or perm instr*

*Hours 3 hrs, Credits 3 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to
advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71100 - Quantitative Digital Research Methods**

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

*prereq: GSR 71000 or permission of instructor*

*Hours* 3 hrs,
*Credits* 3 cr

Spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71600 - Workshop in Using Information Technology for Research**

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

*Hours* 3 hrs,
*Credits* 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71700 - Seminar in Applied and Evaluation Research**

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

*prereq: GSR 70900, GSR 71000 and GSR 71100*

*Hours* 3 hrs,
*Credits* 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71800 - Research Internship**

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

*Credits* 6 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71900 - Applied Research Seminar**
Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

*Hours 3 hrs.*
*Credits 3 cr.*

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 72500 - Research Design**

This class is intended for graduate students in the social sciences. The goal is to learn how to design large and effective research projects, whether for a thesis or dissertation, grant or fellowship applications, work project, or course project. We will look in detail at the logic of design, anticipating needs and problems, planning for analysis, overcoming obstacles, proposing research, and presenting one's design.

*Hours 3 hrs.*  
*Credits 3 cr.*

**GSR 73800 - Data Mining**

This course introduces students to basic concepts and methods in computational social science, including the use of R. It shows students new ways of thinking about data, conducting social analysis, and examining phenomena through the lens of computational social science.

*Hours 3 hrs.*  
*Credits 3 cr.*

**GSR 74000 - Digital Privacy, Security, & Disinformation**

This course provides hands-on, practical exercises and analysis to help students protect their privacy, evade digital surveillance mechanisms, prepare for disinformation campaigns, and understand collective resistance efforts against these. Can be taken by advanced undergraduate or graduate students.

*Hours 3 hrs.*  
*Credits 3 cr.*

**GSR 79000 - Special Topics Seminar**

The program offers experimental special-topics seminars. Check with program office for more information.

*Hours 3 hrs.*  
*Credits 3 cr.*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 72200 - Consumer Behavior**

Cultural, social, and psychological influences on consumer decision-making and consumer satisfaction; Consumerism.

*Hours 3 hrs.*
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 72300 - Nonprofit and Social Marketing**

Application of marketing and marketing research to non-business organizations.

*Hours 3 hrs, Credits 3 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 73100 - Television Programming and Audiences**

Socioeconomic analysis of television programming and the various audiences served, including the cable universe; review of relevant theoretical approaches, research methods and audience data, patterns of television consumption.

*Hours 3 hrs, Credits 3 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 73200 - Motion Pictures**

Analysis of contemporary American motion picture industry with special emphasis on independent production; social structure of production, product analysis, audience appeal and marketing; review of relevant theoretical approaches and current research.

*Hours 3 hrs, Credits 3 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 73300 - The New Electronic Media and Information Markets**

Investigation of new media and information technologies and the markets they create (digital television, Internet, etc.); relation between these media and markets and the class structure; analysis of the consumptive and pragmatic use of information.

*Hours 3 hrs, Credits 3 cr*

Students can take graduate courses in the Department of Film and Media Studies provided they are directly related to media analysis and research. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.
GSR 75200 - Focus Group Research

Theory and application of focus group research. Methodological procedures, conceptualization of research problem, organization of group, listening and probing techniques, analysis of verbal and nonverbal data, report writing.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 76700 - Interpersonal Process in Organizations

Analysis of social relations in organizations; interpersonal processes in management, conflict negotiations, and interdepartmental relations.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 74100 - Social Policy

Planning procedures and program evaluation in public, corporate, and other private-sector settings; sources of error in forecasting.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 74200 - Public Policy Analysis

Theories, concepts, and methods in public policy analysis applied to select policy areas such as social service, criminal justice, and education.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 74600 - Organizational Dynamics

Organizational design, processes and analysis in the business, public, and nonprofit sectors.

Hours 3 hrs,
Credits 3 cr
With appropriate approval, students may take graduate courses offered by the Department of Urban Affairs such as
URBG 74800 (Management Control of Nonprofit Organizations) and URBG 76200 (Health Regulation). Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 73400 - Electronic Media in Developing Countries

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

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 76100 - Development Theories and Practices

History of the evolution of theories of development and analysis of their application to post colonial societies from 1945 to 1989; assessment of development practices and their implications for poverty alleviation and social change; analysis of the conditions under which development aid is provided and its impact on a sample of countries from Africa, the Middle East and Asia.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 76200 - Rethinking Development in the Global Era

Critical analysis of the shift from the old development discourse to a new one centered on "post development" or the "global" economy; identification of the ways in which developing societies attempt to integrate themselves into the global economy; assessment of the cultural, social and political impacts of the switch from socialist or mixed economies to market economies; analysis of the role of IMF, the World Bank, and world trade agreements in reshaping developing societies. Methodologies of social development, conflict resolution, legal reform and poverty alleviation used in aid organizations.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 76300 - International Development Practicum

Structures and functions of international aid organizations. Training in program/project analysis; training in gender and development; advocacy for a number of development issues as well as governance.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to
advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

SSW 72100 - Clinical Practice with Individuals Families, and Small Groups I

Development and use of clinical theory, practice and process. Integration and application of the values that underpin social work practice to engagement, biopsychosocial assessment and intervention.

prereq: SSW 71700
Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72200 - Clinical Practice with Individuals Families, and Small Groups II

Application of clinical principles, including those of psychodynamic and family systems theories. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

prereq: SSW 72100
Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72300 - Clinical Practice with Individuals Families, and Small Groups III

Expands and deepens knowledge and skills from multiple theoretical perspectives for professional practice. Exploration of contemporary time-limited clinical practice models with a focus on the interface of these approaches with contextual factors such as agency setting; socio-cultural specificity and the client-worker relationship in assessment and intervention will be emphasized.

prereq: SSW 72100 and 72200
Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72400 - Clinical Practice with Individuals Families, and Small Groups IV

Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs, Relational Therapy. Students identify professional issues and dilemmas in both knowledge and practice. Special emphasis is on assuring competence.

prereq: SSW 72100
Hours 45
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72500 - Social Casework for Non-Majors

Development and use of casework theory, practice and process with individuals and families. Integration and application of the values that underpin social work practice.
SSW 72600 - Social Casework II for Non-Majors

Application of knowledge from the human behavior and the social environment areas and research findings to clients and situations. Principles addressing individual and family practice are highlighted.

prereq: SSW 72500
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79200 - Social Work Practice with Children and Adolescents

Effective practice with children and adolescents, adoptees, and those in foster and residential care. Social work skills needed when working with urban young people under the age of 19; strengths perspective; biopsychosocial model.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79400 - Social Work Practice: Family Treatment

An assessment of the family from a systems approach. Family developmental life cycle, family structure evaluation; tracking interactional patterns.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74100 - Community Organizing, Planning and Development-I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

prereq: SSW 71700
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74250 - Community Organizing, Planning and Development II

Theoretical, strategic and technical aspects of planning with a focus on problem-solving analysis, design, implementation, and evaluation of community and service system interventions. Emphasizes impact of class, race, gender and sexual orientation on planning.

prereq: SSW 74100
Hours 3 hrs
Credits 3 cr.

SSW 74250 - Community Organizing, Planning and Development-II
Theoretical, strategic and technical aspects of planning with a focus on problem-solving analysis, design, implementation, and evaluation of community and service system interventions. Emphasizes impact of class, race, gender and sexual orientation on planning.

prereq: SSW 74100
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74350 - Community Organizing, Planning and Development-III

Uses Freirian methods to deepen students' strategic applications towards the creation of democratic experience, emphasizing leadership development, dynamics of power and privilege, and dilemmas/opportunities in working with not for the oppressed.

prereq: SSW 74100 and 74250
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74700 - Community Organizing, Planning and Development for Non-Majors

The community as a dimension of professional practice. Models and strategies for community intervention on behalf of those seeking improved access to resources and services; knowledge and skills needed to build supports and programs.

Hours 45
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74800 - Grantsmanship and Proposal Writing

Techniques of fundraising, proposal preparation, and grantsmanship. Proposal writing and negotiation with funding sources.

prereq: one methods course
Hours 45
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 76100 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information and full course descriptions.
Material Fee: $15

SSW 76200 - Field Instruction II
Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

**prereq:** SSW 76100

**Credits:** 3

*Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

**SSW 76300 - Field Instruction III**

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

**prereq:** SSW 76100 and 76200. Advanced standing program students enroll without prereq.

**Credits:** 3

**Material Fee:** $15

*Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

**SSW 76400 - Field Instruction IV**

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

**prereq:** SSW 76200 and 76300

**Credits:** 3

*Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

**SSW 76700 - Field Instruction I**

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

**Credits:** 6

*OYR and Dual Degree students only. Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

**Material fee:** $15.00

**SSW 76800 - Field Instruction II**

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

**prereq:** SSW 76700

**Credits:** 6

*OYR and Dual Degree students only

*Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

**SSW 73100 - Social Group Work I**
Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

_prereq: SSW 71700
_Credits 3
_NOTE: SSW 731, 732 and 733 are required for all Group Work majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information._

**SSW 73200 - Social Group Work II**

Role of the worker in the middle and ending stages of group development; interventions; dealing with problematic roles; dealing with group conflict.

_prereq: SSW 73100
_Credits 3
_NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information._

**SSW 73300 - Social Group Work III**

Application of practice principles. Advocate, develop and deliver ethical and effective group work services in current agency settings.

_prereq: SSW 73200
_Credits 3
_NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information._

**SSW 73300-61300 - Social Group Work III (for OYR students)**

Application of practice principles in a variety of settings and with varied populations. Use of self as change agent. Theoretical models of social group work, key concepts, and barriers to applying "best practice" principles.

_prereq: SSW 732
_Credits 3 cr
_NOTE: SSW 731, 732 and 733 are required for all Group Work majors. Please consult the School of Social Work Catalog for additional information and full course descriptions._

**SSW 73400 - Group Work IV: The Purposeful Use of Activity in Social Group Work Practice (open to selected non-majors)**

Relationship between group stage theory and activity to enhance stage-appropriate participation. Psychosocial needs of groups and their members. Use of activity as content of choice and with widely varied group types.

_prereq: SSW 73200
_Credits 3
_Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information._

**SSW 73500 - Social Work Practice with Groups I for Non-Majors**
Major theories, concepts, and practice principles of social group work.

**SSW 73600 - Social Group Work II for Non-Majors**

Expands the knowledge and skills taught in SSW 735. Practice principles and their differential application as well as implications of intervention choices.

**prereq:** SSW 73500; students should have the concurrent opportunity to work with a group

**Credits 3**

*Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

**SSW 71100 - Human Behavior and the Social Environment I**

Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.

**Credits 3**

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.

**SSW 71200 - Human Behavior and the Social Environment II**

Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multicausality, gender, social class, and cultural pluralism and diversity.

**prereq:** SSW 711

**Credits 3**

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.

**SSW 71300 - Human Behavior and the Social Environment III**

Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

**prereq:** SSW 711 and 712

**Credits 3**

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.

**SSW 79158 - Human Sexuality**

Human sexuality within the context of human behavior and the social environment; understanding unique client groups.

**prereq:** SSW 71100
SSW 78000 - Organizational Management and Leadership

For non-majors. Principles and processes of administration of administration in social work. Organization and administration; planning, personnel management, budget and financing, and relationships among boards, committees, executives, professional staff, and volunteers.

prereq: SSW 78100 or permission of the department
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78100 - Organizational Management and Leadership I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

Credits 3
SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78200 - Organizational Management and Leadership II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

prereq: SSW 78100 or dept perm
Credits 3
SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78300 - Organizational Management and Leadership III

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

prereq: SSW 78100 and 78200
Credits 3
SSW 781, 782 and 783 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78600 - Advanced Administration for Non-Majors

Techniques of budgeting, public relations, staff training, working with paraprofessionals, hiring/firing, committee processes, working with boards, and developing personnel policies in social agencies.

prereq: SSW 78000 or 78700
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.
SSW 78700 - Supervision in Social Agencies

Basic techniques of supervising professional social workers.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79000 - Professional Seminar

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

Credits 3
This is a required course for all students.

SSW 70150 - Social Welfare Policy and Services I: Introduction to Social Welfare Policy and Services

Circumstances that give rise to social problems and their policy solutions; frameworks for analyzing these developments; values and skills needed to understand social policy and engage in advocacy and social change are stressed.

Credits 3
SSW 70100 and one SSW 702xx course are required. SSW 70100 is a prerequisite for all SSW 702xx courses.

Students may choose the following SSW 702 course to fulfill the advanced social policy requirement. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 70210 - The Organization and Delivery of Social Services to Workers and Their Families

Human and fiscal resources and opportunities for innovative policy and program development in the world of work. Issues of economic, social and political organization in the workplace; union and industry programs as models for creative occupational social work policy and practice.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70211 - Political Economy of Social Welfare

U.S. social welfare policy and the social work profession in the context of contradictions in political economy. History of economic development; analysis of current economic and political conflicts in the global economy; strategies for change.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70213 - Women and Social Welfare
U.S. social welfare policy through the lens of gender: women's rights, feminist perspective and the impact of gender stereotypes.

\textit{prereq: SSW 70100}
\textit{Credits 3}
\textit{This course fulfills the advanced social policy requirement}

\textbf{SSW 70214 - Health and Mental Health Systems}

U.S. health and mental health systems; effect of major policy shifts in service delivery on both health care services and populations at risk.

\textit{prereq: SSW 70100}
\textit{Credits 3}
\textit{This course fulfills the advanced social policy requirement}

\textbf{SSW 70215 - Policy and Practice in Child Welfare}

Interplay of child welfare policy, service and practice issues from historical, political, socioeconomic and legal perspectives. Organization; assessment; children's vs. parents' rights; and other issues.

\textit{prereq: SSW 70100}
\textit{Credits 3}
\textit{This course fulfills the advanced social policy requirement}

\textbf{SSW 70216 - Social Welfare Policy with the Homeless}

Ways in which social welfare policies and social services have affected homelessness; the role of social work in this policy arena.

\textit{prereq: SSW 70100}
\textit{Credits 3}
\textit{This course fulfills the advanced social policy requirement}

\textbf{SSW 70217 - Social Welfare Policy in the Field of Aging}

Aging policy and legislation; health care, retirement, work, and family issues. Organization, utilization and impact of services on the aging; attention given to special populations.

\textit{prereq: SSW 70100}
\textit{Credits 3}
\textit{This course fulfills the advanced social policy requirement}

\textbf{SSW 70218 - Seminar in Social Welfare}

Social welfare policy and social change issues are studied. Topics vary each semester.

\textit{prereq: SSW 70100}
\textit{Credits 3}
\textit{This course fulfills the advanced social policy requirement}
SSW 70219 - Immigrants and Refugees: Policies and Issues

History and development of immigration and social policies that affect immigrants and refugees in America. Policy theories, dynamics and patterns related to immigration policy; delivery of service; social welfare policy advocacy.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70220 - Clients' Rights, the Legal System and Social Policy

The role of legal rights in the welfare state with reference to special populations. Origins, history and the current status of the legal rights of clients; use of laws to promote social justice and social change; advocacy by social workers for clients' rights.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70221 - Social Welfare and Disabilities

Implications of the Americans with Disabilities Act (ADA) and other legislation on social work practice with people who have disabilities. Creation of effective service delivery systems.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70222 - International Social Welfare Policy and Services

International social welfare policy and services in social work. Review of past, present and future challenges produced by history, economic change, and globalization and their implication.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 71700 - Social Work Practice Learning Lab 1

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

Credits 3
SSW 71700 and 71800 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71800 - Social Work Practice Learning Lab 2
This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

prereq: SSW 71700
Credits 3
SSW 71700 and 71800 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

GSR 701 - Thinking Critically in a Digital Society

This course raises questions about digital society and provides an anchor in core sociological theories to help guide the explorations of these questions.

Hours 3 hrs.
Credits 3 cr.

SSW 75100 - Social Work Research I

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

Credits 3
SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75200 - Social Work Research II

Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

prereq: SSW 75100 or equivalent
Credits 3
SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 77500 - Special Topics in Social Work Ways of Knowing and Communicating

Courses in this grouping build students' capacity to acquire, appraise, analyze and integrate multiple sources of knowledge, communicate both orally and in writing through the use of common assignments used in the study of substantive content areas.

Credits 3
SSW 77500 is required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 77501 - Ways of Knowing: Theories and Perspectives on Aging

Credits 3
This is an example of a required Ways of Knowing topics class. More than
10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77502 - Ways of Knowing: Theories and Perspectives on Child Welfare

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77503 - Ways of Knowing: Theories and Perspectives on Health

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77504 - Ways of Knowing: Theories and Perspectives on Domestic Violence

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77505 - Ways of Knowing: Theories and Perspectives on Mental Health

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77506 - Ways of Knowing: Theories and Perspectives on Criminal Justice

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77507 - Ways of Knowing: Theories and Perspectives on Authority Settings

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77508 - Ways of Knowing: Theories and Perspectives on Trauma

Credits 3
This is an example of a required Ways of Knowing topics class. More than
10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

**SSW 77509 - Ways of Knowing: Theories and Perspectives on Immigrant Experience**

Credits 3  
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

**SSW 77510 - Ways of Knowing: Theories and Perspectives on Trauma and Co-Occurring Disorders**

Credits 3  
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

**SSW 77511 - Ways of Knowing: Theories and Perspectives on Social Work and the Arts**

Credits 3  
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

**SSW 77512 - Ways of Knowing: Theories and Perspectives on Drugs and Alcohol**

Credits 3  
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

**SSW 77513 - Ways of Knowing: Theories and Perspectives on Schools**

Credits 3  
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

**SSW 77514 - Ways of Knowing: Theories and Perspectives: Early Development**

Credits 3  
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

**SSW 77515 - Ways of Knowing: Theories and Perspectives: Youth Development**
Credits 3
This is an example of a required Ways of Knowing topics class. More than
10 Ways of Knowing topics classes are offered in the fall. One or two are
offered in the spring.

SSW 71500 - Seminar in Psychodynamics

Dimensions of psychodynamic theory: modern drive theory, ego psychology and object relations theory. Relationship
to clinical practice.

prereq: SSW 71100 and 71200
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71900 - Foundations of Social Work Practice

An orientation to the profession of social work, the use of research in practice, the multicultural context of practice, the
common base of practice and some of the unique aspects of clinical work with individuals and families, group work,
community organization and administration.

Credits 3

SSW 72700 - Social Work with Clients in Authoritarian Settings: Working with
Mandated and Involuntary Clients

Services to individuals and groups involved with parole, probation, court clinics, institutions for offenders, and child
and adult protection agencies.

Credits 3

SSW 77000 - Alcoholism and Substance Abuse


prereq: SSW 71100
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 77300 - Social Work Ethics and Values

Moral and philosophical analysis of ethical problems and value issues as presented in social work practice. Application of philosophical theories to the analysis of practice dilemmas; principles for decision-making.

Credits 3

SSW 79157 - Social Work with Victims of Violence against Women

Domestic violence and the complex interactions between affected individuals and their environments (children,
families, communities). Interventions.
SSW 79171 - Social Work Practice with Immigrants and Refugees

Services for immigrants and refugees; assimilation, acculturation, bi-culturalism and ethnic identity; feelings for the homeland; resettlement and family reunification; problems of terrorism, immigration and anti-immigration.

prereq: One method course: SSW 72100, 74100, or 78100
Hours 45
Credits 3

SSW 79175 - Social Work and AIDS

The needs of people with AIDS and their families; confidentiality, mortality and human sexuality from a holistic clinical perspective.

prereq: SSW 71100
Credits 3

SSW 79176 - Social Services to the Gay and Lesbian Community

Developmental models for positive lesbian, gay, bisexual or transgendered identity; social work skills for assessment and intervention.

prereq: SSW 71100
Credits 3

SSW 79186 - Social Work and the Arts

Art forms are explored to provide services to populations at risk, including the elderly and the physically and mentally impaired.

Credits 3

SSW 79188 - Spirituality and Healing

Spiritual domain of human functioning. Viewing human need, strengths and experience with a spiritual lens. Spirituality and human striving for a sense of meaning and fulfillment; understanding and responsiveness to spiritual perspectives.

prereq: SSW 71100
Credits 3

SSW 79189 - Perspectives on the Aging Process: Implications for Social Work Practice
Biopsychosocial relationship between health and aging with emphasis on family, culture, individual coping, and environmental stress and support.

prereq: SSW 71100  
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79652 - Social Work with Workers and Their Families

Significance of work, unemployment and the changing workplace in the lives of clients and communities. Opportunities for practice with labor and management in occupational social work settings.

prereq: SSW 71700 and one method course  
Credits 3

SSW 79653 - Clinical Practice in Child Welfare

Issues in child abuse and neglect. Clinical work with families involved with the child welfare system. Treatment; transference and countertransference; development of empathy. Interventions.

prereq: SSW 71700 and one method course  
Credits 3

SSW 79658 - Contemporary Psychosocial Approaches in the Treatment of Chronic Mental Illness

Evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice. Specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness.

prereq: SSW 71700 and one method course  
Credits 3

SSW 79660 - The Aging Process: Clinical Issues in Social Work Practice with the Aged

Theoretical frameworks of human aging, including the myths and realities of major biopsychosocial problems facing older adults and their families. Practice implications.

prereq: SSW 71700 and one method course  
Credits 3

SSW 79661 - Social Work Practice in School Settings

Roles and functions of social workers within a complex ecological system of home/school/community are explored with an emphasis on skill development for practice with urban children and their families.

prereq: SSW 71700 and one method course  
Credits 3

SSW 79662 - Social Work Practice with AIDS and Chronic Illness
Unique approach in social work to HIV/AIDS. Illness trajectory of HIV with other epidemics and chronic illnesses. Practice techniques. Impact on women, people of color, and LGBT individuals.

prereq: SSW 71700 and one method course
Credits 3

SSW 79665 - Electoral Activism and Social Work Practice

Involvement in the electoral arena that advances social work values and empowers social workers, clients and communities to become active participants in civic life.

prereq: SSW 71700 and SSW 74100
Credits 3

SSW 79701 - Clinical Social Work Practice in Health Settings

Spectrum of reactions to illness; change and adaptation; loss, grief and bereavement; uncertainty; value dilemmas and ethical issues related to illness, health care and social work intervention.

prereq: One method course: SSW 72100, 74100, or 78100
Hours 45
Credits 3

SSW 79801 - Multicultural Social Work Practice

Trends, issues and concerns in social work practice with racially and ethnically diverse individuals, families and groups in the urban environment.

prereq: SSW 71700 and one method course
Credits 3

SSW 75800 - Tutorial

A reading and independent study course for students under faculty guidance.

prereq: completion of the first semester of graduate social work study and dept perm
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75801 - Tutorial

Credits 1
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75802 - Tutorial

Credits 2
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75803 - Tutorial
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**THC 70200 - History of Theatrical Theory**

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

*Hours 2 hours, including conferences,*
*Credits 3*

**THC 70500 - Theatre in Society**

Study of influence of social, philosophical, and religious concepts on content and form of modern theatre.

*Hours 2 hrs, including conferences,*
*Credits 3 cr*

**THC 71000 - Studies in Dramatic Genre**

Theories and changing forms of traditional theatrical genres: tragedy, comedy, tragicomedy, farce, melodrama.

*Hours 2 hrs, including conferences,*
*Credits 3 cr*
*May be repeated for credit.*

**THC 71100 - Theatre Criticism**

Analysis of practical modern criticism.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

**THC 75100 - History of Theatre I**

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

**THC 75200 - History of Theatre II**

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

**THC 75300 - History of American Theatre**

Theatre in United States from Colonial times to present, with emphasis on its importance as a social and cultural force.
THC 75800 - Asian Performance

Study of traditional performance genres in India, China, Japan and Southeast Asia.

THC 76000 - Studies in Theatre History and Production

Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance.

THC 76100 - Dramaturgy Research and Case Studies

Consideration of general problems of production research, including its application in rehearsal; specific examples will be analyzed.

THC 76200 - History of Directing

Seminar on the history of the directing profession, with emphasis on innovative 19th- and 20th-century artists.

THC 76300 - Dramaturgy Workshop

Workshop in the theory and practice of production dramaturgy emphasizing performance projects conceptualized by students working in director-dramaturgy pairs.

prereq: THC 75100, 75200, 79100, or perm instr

THC 76400 - Translation Workshop

Workshop in the theory and practice of translating plays. Each student will translate a play or other theatre-related text during the semester.

prereq: perm instr
THC 76500 - Dramaturgy Practicum

Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member.

*prereq: THC 76100, 76200, 76300, or perm instr *
*Hours Hrs to be arranged. *
*Credits 3 cr *
*May be repeated twice for credit. *

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

*prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor *
*Hours 3 *
*Credits 3 *

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

*prereq: (and/or other special conditions): THC 73100 or permission of instructor. *
*Hours 3 *
*Credits 3 *

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

*prereq: THC 73200 or permission of the instructor *
*Hours 3 *
*Credits 3 *

THC 73400 - MFA Playwriting IV: Final Script for Production
Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III  
coreq: THC 72400 Production Workshop II

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

prereq: Playwriting II  
coreq: Playwriting III

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III  
coreq: THC 72200 Playwriting IV

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

*Hours 2 hrs, including conferences*  
*Credits 3 cr*

THC 79300 - Playwriting I

Study of techniques of playwriting based on student's own work with special emphasis on scenes and one-act form.

*Hours 3 hrs*  
*Credits 3 cr*

THC 79400 - Playwriting II
Writing and criticism of original material with emphasis on full-length form.

*prereq: THC 79300*
*Hours 3 hrs*
*Credits 3 cr*

**THC 79500 - Seminar in Playwriting and Directing**

Designed for playwrights at work on new scripts and for directors desirous of staging original material.

*prereq: THC 79400 or 79200*
*Hours 3 hrs*
*Credits 3 cr*
*May be repeated for credit.*

**THC 79600 - Film Writing**

Study of problems of writing for film. Students are required to prepare original scripts for class critique.

*Hours 3 hrs*
*Credits 3 cr*

**THC 73000 - Harold Clurman Seminar in Theatre**

A seminar named in honor of Harold Clurman that features guest artists from the professional theatre discussing various aspects of theatre.

*Hours 3 hrs, including conferences*
*Credits 3 cr*

**THC 75400 - Contemporary Styles of Production**

Theories in style and method of dramatic production.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

**THC 75500 - Visual Elements of Theatre I**

Study and practice of director's and playwright's conceptual approach to visual requirements of plays.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

**THC 75600 - Visual Elements of Theatre II**

Study and practice of scene and lighting design with special emphasis on their value to the director as important tools of interpretation.

*prereq: THC 75500*
THC 78500 - Theories and Styles of Acting

Intensive study in theories and techniques of acting, with emphasis on historical and modern styles.


THC 79100 - Advanced Directing and Rehearsal

Study of problems in play direction, with practice in presentation of scenes and plays.


THC 79200 - Special Problems in Directing

Interrelation of director and playwright through project work on original scripts.

\textit{prereq: THC 79100}


THC 72000 - Independent Research

Directed program of reading, research, or creative presentation under supervision of graduate faculty member.

\textit{prereq: perm instr}


THC 72500 - Special Topics

Studies in specialized areas of theatre.


THC 79900 - Master's Essay

Individually supervised research and writing of a thesis, leading to graduation with honors.


URBG 70000 - Introduction to Urban Policy Processes
An introduction to policy processes in an urban context with attention to issues of formulation, functionality, evaluation and implementation. This is a core requirement for MS students in the public policy track, and an elective for others.

**Hours 3 hrs**  
**Credits 3 cr.**

**URBG 70100 - Introduction to Organization and Management for the Public and Non-Profit Sectors**

An introduction to organizational structures and theories, with attention to the identification and analysis of management challenges that organizations face when seeking to carry out public purposes in urban settings. This is a core requirement for MS students in the non-profit track, and an elective for others.

**Hours 3 hrs**  
**Credits 3 cr.**

**URBG 70200 - Structure of the Urban Region**

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

**Hours 45 hrs,**  
**Credits 3 cr**

**URBG 70300 - Demographic Issues in Planning and Development**

Survey of current demographic trends including national population growth, age distribution patterns and changes in household composition. Discussion of how patterns relate to planning practice.

**Hours 45 hrs,**  
**Credits 3 cr**

**URBG 70400 - Comparative International Planning**

Comparison of approaches to urban planning in developing nations with emphasis on large-scale project planning and management. Focus on development plan as tool for resource allocation and decision-making.

**Hours 45 hrs,**  
**Credits 3 cr**

**URBG 70600 - Introduction to Policy Analysis**

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

**Hours 45 hrs,**  
**Credits 3 cr**

**URBG 70700 - Graphical Communication for Urban Planners**
Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs,
Credits 3 cr*

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

**URBG 71300 - Introduction to Qualitative Research Methods**

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

*Credits 3*

**URBG 71400 - Computer Applications in Planning and Urban Affairs**

Review of computers and their roles in urban professions. Survey of spreadsheets, data bases and word-processing programs as well as simple programming, computer mapping and mainframe computers.

*Hours 45 hrs,
Credits 3 cr*

**URBG 72500 - Infrastructure and Site Planning**

Introduction to installed infrastructure systems (water supply, sewage, roadways, etc.) and physical aspects of site development (surveying, landscaping, facilities design, environmental concerns).

*Hours 45 hrs,
Credits 3 cr*

**URBG 72700 - Introduction to Housing**

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

**URBG 72800 - Housing and Community Development Seminar**
Study and evaluation of public sector activities in housing market. Focus on critical housing and community development legislation and analysis of financing techniques used to stimulate private housing production.

prereq: URBG 72700 or permission of the adviser

*Hours 45 hrs,
*Credits 3 cr*

**URBG 72900 - International Human Settlements**

Review of habitats in urbanized world. Highlight of experience from Third World including squatting, slum upgrading, service delivery, new towns and settlement policies.

*Hours 45 hrs,
*Credits 3 cr*

**URBG 73000 - Law of Housing and Urban Development**

Focus on legal aspects of key housing and community development policy. Examination of federal and state housing programs, landlord-tenant laws and rent controls.

*Hours 45 hrs,
*Credits 3 cr*

**URBG 73700 - Planning Studio**

Students synthesize physical, social and economic elements of selected town or city to prepare multi functional plan to guide development.

*Hours 90 hours including conferences,
*Credits 6 cr*

**URBG 74000 - Planning for Economic Development**

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

*Hours 45 hrs,
*Credits 3 cr*

*Open only to graduate students matriculated in Department of Urban Affairs and Planning*

**URBG 74100 - Employment Planning and Policies**

Examination of structural changes in American economy and the implications for public policy and planning.

*Hours 45 hrs,
*Credits 3 cr*

**URBG 74200 - Economics of Real Estate Development**

Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.
URBG 74300 - Economic Planning and Policy

Examination of public sector economic intervention and its effects. Emphasis on national manipulation of macroeconomic variables. Discussion of forces affecting inter- and intraregional location of economic activity.

Hours 45 hrs,
Credits 3 cr

URBG 74800 - Management Control of Nonprofit Organizations

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

Hours 45 hrs,
Credits 3 cr

URBG 74900 - Strategic Planning for Nonprofit Organizations

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

Hours 45 hrs,
Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,
Credits 3 cr

URBG 75100 - Educational Planning and Policies

Review of structure and functioning of American educational systems with analysis of major policy issues confronting them today. Examination of questions of who is to be educated for what and at what period in life.

Hours 45 hrs,
Credits 3 cr

URBG 75500 - Planning for Community Development and Implementation

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

Hours 45 hrs,
Credits 3 cr
URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,
Credits 3 cr

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

URBG 77500 - Urban Affairs Internship Seminar

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: permission of the adviser
Hours 45 hrs,
Credits 3 cr

URBG 77600 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser
Hours 45 hrs,
Credits 3 cr

URBG 77700 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser
Hours 45 hrs,
Credits 3 cr

URBG 77800 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser
Hours 45 hrs,
Credits 3 cr
URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,
Credits 3 cr

URBG 78718 - Political Economy of the City

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

URBG 79000 - Urban Development Workshop I

Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.

prereq: permission of the adviser
Credits 6 cr

URBG 79100 - Grantwriting and Fundraising Practicum

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

prereq: permission of the adviser
Hours 45 hrs,
Credits 3 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser
Hours 45 hrs,
Credits 3 cr

URBG 75700 - Politics of Education
Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

**URBG 76000 - Cities and Health**

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

**URBP 70000 - Introduction to Planning**

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

**URBP 70100 - History and Theory of Urban Planning**

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

**URBP 70500 - Introduction to the Planning Process**

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy.

**URBP 71100 - Planning Information**

Survey of public and private data bases available to planners focusing on traditional and nontraditional sources. Exploration of utilization and implications of data.
**URBP 71200 - Methods of Planning Analysis**

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

*Hours 3  
Credits 3*

**URBP 71300 - Planning Methods for Optimization and Decision-making**

Introduction to quantitative techniques for optimization and decision-making. Applications of techniques in planning contexts.

*Hours 3  
Credits 3*

**URBP 71600 - Participatory Planning Using GIS and the Internet**

Understanding complexities associated with using GIS and other digital technologies in community organizing and urban development; intensive lab-based course

*prereq: GTECH 71000 or perm instr.*  
*Credits 3*

**URBP 71900 - Land Use, People and the Environment**

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

*Hours 3  
Credits 3*

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

*Hours 3  
Credits 3*

**URBP 72100 - Law of Land Use Regulation II**
Focus on inclusionary and exclusionary zoning; growth management; aesthetics and historic preservation; transfer of development rights; regional and state planning and development control; and tax policies and land use control.

**URBP 72000 - Land Use Planning Workshop**

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

*prereq: URBP 71900 or permission of the instructor*

*Hours 3 hrs*

*Credits 3 cr*

**URBP 72300 - Introduction to Urban Design**

Analysis of three-dimensional urban space by studying methods of visual perception and notation; criteria for determining desirable spatial relationships; and means of implementing policies to achieve urban design goals.

*Hours 3 hrs*

*Credits 3 cr*

**URBP 72400 - Urban Design Workshop**

Application of urban design concepts in studio setting to develop design solutions for typical physical planning problems.

*prereq: URBP 72300 or permission of the instructor*

*Hours 3 hrs*

*Credits 3 cr*

**URBP 72600 - Site Planning Workshop**

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

*Hours 3 hrs*

*Credits 3 cr*

**URBP 73100 - Neighborhood Planning Workshop**

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

*prereq: URBG 72700 or permission of the instructor*

*Hours 3 hrs, Credits 3 cr*

**URBP 73200 - Introduction to Transportation Planning**
Introduction to major issues in urban transportation including analysis of characteristics of transport networks and
discussion of federal and local policies and programs.

Hours 3 hrs
Credits 3 cr

**URBP 73300 - Transportation Planning Methods and Models**

Review of variety of transportation planning tools including highway capacity calculations, transportation impact
studies, models of trip generation, trip distribution, modal split and network assignments. Presentation of related
microcomputer software.

 prerequisites: permission of the instructor
Hours 3 hrs
Credits 3 cr

**URBP 73400 - Environmental Planning**

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on
administrative and political considerations.

Hours 3 hrs
Credits 3 cr

**URBP 73500 - Law of Environmental Planning**

Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in
formulation and implementation of environmental public policy.

Hours 3 hrs
Credits 3 cr

**URBP 73600 - Energy Planning and Policy Seminar**

Introduction to conceptual and operational aspects of plans and policies promoting the efficient use of energy in urban
communities. Review of national and global energy markets and appropriate responses in transportation, housing, land
use and related areas.

Hours 3 hrs
Credits 3 cr

**URBP 73700 - Planning Studio**

Students synthesize physical, social and economic elements of selected town or city to prepare multifunctional plan to
guide development.

Hours 6 including conferences
Credits 6

**URBP 73800 - Planning Studio I**
Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73900 to prepare a multifunctional plan to guide development and the fulfillment of needs.

Credits 3

URBP 73900 - Planning Studio II

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73800 to prepare a multifunctional plan to guide development and the fulfillment of needs.

Credits 3

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 3 hrs
Credits 3 cr

URBP 78000 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 3 hrs
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.

URBP 78100 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 3 hrs
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.

URBP 78200 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 3 hrs
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.

URBP 78300 - Independent Research
Supervised study of topics of special interest to advanced students.

*URBP 78400 - Independent Study*

Supervised study of topics of special interest to advanced students.

*Credits 1 cr*

*Students may not take more than 3 credits of Independent Research per semester.*

*URBP 78500 - Independent Study*

Supervised study of topics of special interest to advanced students. Students may not take more than 3 credits of Independent Study per semester.

*Credits 2 cr*

*Students may not take more than 3 credits of Independent Research per semester.*

*URBP 78700 - Selected Topics in Urban Planning and Urban Affairs*

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Cross-listed URBG 78700*

*MLS 63000 - Introduction to Cytopathology*

Students will be introduced to the discipline of cytopathology including historical perspective, established terminology, basic cell structure and cell biology and concepts of cellular response to injury and neoplasia. The applicability of immunochemistry, cytogenetics and other molecular studies to cytology specimens will also be discussed.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.*

*Hours 1 hr*

*Credits 1 cr.*

*fall only*

*MLS 63200 - Gynecologic Cytopathology*

Students will be introduced to the cytopathology of infectious, inflammatory, premalignant, and malignant pathologic processes of the female genital tract. They will learn how to identify benign and abnormal cytologic findings in gynecologic specimens and formulate preliminary and differential diagnoses.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.*

*coreq: MLS 63000*

*Hours 4 hrs*
Credits 4 cr.
fall only

**MLS 63500 - Microscopic Evaluation 1**

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance. (limited to gynecologic, respiratory and gastrointestinal specimens)

*coreq: MLS 63000, MLS 63200 and MLS 64000*

*Hours 2 hrs*

*Credits 2 cr.*

*fall only*

**MLS 63600 - Microscopic Evaluation 2**

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

*prereq: MLS 63500; enrollment in the AC Cytotechnology Program or departmental permission required.*

*coreq: MLS 64100, MLS 65000 & MLS 65100*

*Hours 2 hrs*

*Credits 2 cr.*

*spring only*

**MLS 63700 - Microscopic Evaluation 3**

An extension of MLS 63500 and MLS 63600. Students continue to apply acquired didactic material in a supervised clinical practice setting acquiring speed and proficiency in cytologic screening. This course also allows students to gain experience in fine needle aspiration specimen adequacy assessment and specimen triage for ancillary studies. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

*prereq: MLS 63600; enrollment in the AC Cytotechnology Program or departmental permission required.*

*Hours 4 hrs*

*Credits 2 cr.*

*8-week summer session 1*

**MLS 64000 - Exfoliative Cytopathology 1**

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the respiratory and gastrointestinal tracts. Students will learn how to assess respiratory and gastrointestinal specimens for benign and abnormal cytologic findings and formulate
preliminary and differential diagnoses.

**prereq:** enrollment in the AC Cytotechnology Program or departmental permission required.
**coreq:** MLS 63000

**Hours** 2

**Credits** 2 cr.

**fall only**

**MLS 64100 - Exfoliative Cytopathology 2**

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the urinary tract, body cavities and central nervous system. Students will learn how to assess specimens from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

**prereq:** MLS 64000; enrollment in the AC Cytotechnology Program or departmental permission required.

**Hours** 2 hrs

**Credits** 2 cr.

**spring only**

**MLS 64400 - Research Methods 1**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

**prereq:** enrollment in the AC Cytotechnology Program or departmental permission required.
**coreq:** MLS 63000, MLS 63200 and MLS 64000

**Hours** 1 hr

**Credits** 1 cr.

**fall only**

**MLS 64500 - Research Methods 2**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

**prereq:** MLS 64400; enrollment in the AC Cytotechnology Program or departmental permission required.
**coreq:** MLS 64100, MLS 65000, MLS 65100

**Hours** 1

**Credits** 1 cr.

**spring only**

**MLS 64600 - Research Methods 3**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

**prereq:** MLS 64500; enrollment in the AC Cytotechnology Program or departmental permission required.
**Hours** 2 hrs  
**Credits** 1 cr.  
8-week summer session I

**MLS 64700 - Cytopreparatory Techniques 1**

Provides instruction and hands-on experience in the basic principles of cytopreparation and applicable quality assurance and quality control activities. Students learn established cytopreparatory techniques, such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.*  
*coreq: MLS 630*  
**Hours** 1 hr  
**Credits** 1 cr.  
fall only

**MLS 64800 - Cytopreparatory Techniques 2**

A continuation of MLS 64700; provides more in depth instruction in laboratory safety and additional hands-on experience in cytopreparation. Students learn established cytopreparatory techniques such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

*prereq: MLS 64700; enrollment in the AC Cytotechnology Program or instructor permission required.*  
**Hours** 1 hr  
**Credits** 1 cr.

**MLS 64900 - Cytopreparatory Techniques 3**

A continuation of MLS 64700 and MLS 64800; provides more hands-on experience in cytopreparation. Students apply principles of established cytopreparatory techniques and quality control under the supervision of licensed clinical personnel.

*prereq: MLS 64800; enrollment in the AC Cytotechnology Program or instructor permission required.*  
**Hours** 2 hrs  
**Credits** 1 cr.  
8-week summer session I

**MLS 65000 - Fine Needle Aspiration Cytology 1**

Provides instruction in the principles of fine needle aspiration cytopathology of the lung, mediastinum, breast, thyroid, salivary gland and lymph nodes. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required*  
**Hours** 2 hrs  
**Credits** 2 cr.  
spring only

**MLS 65100 - Fine Needle Aspiration Cytology 2**
Provides instruction in the principles of fine needle aspiration cytopathology of the liver, pancreas, kidney, adrenal glands, retroperitoneum, bone and soft tissue. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 2 cr.
spring only

**MLS 65200 - Cytology Laboratory Management and Operations**

Provides instruction in the management principles of a cytology laboratory including regulatory requirements, laboratory safety, quality management, quality assurance, quality control and equipment maintenance.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 1 cr.
8-week summer session I

**TRN 75100 - Translation Theory**

The course provides an overview of the evolution of translation studies and translation theory. It prepares the students to discuss concepts of intention, translatability, purpose, and function of translation.

Hours 3
Credits 3

**TRN 75500 - Medical Translation**

This course will provide an overview of translation for medicine and related sciences. The course introduces the students to key terminology, skills, as well as ethics of work in this field.

prereq: TRN 75100: Translation Theory
Hours 3
Credits 3

**TRN 75600 - Legal and Business Translation**

The course applies translation techniques and problem-solving strategies to translating texts in the legal field.

prereq: TRN 75100
Hours 3
Credits 3

**TRN 75900 - Computer-Assisted Translation**

The course teaches students the command of technology tools used in translation. Through the use of various computer-assisted translation tools, the students learn practical industry skills such as building field-specific terminology lists, reviewing and editing, multilingual project management, invoicing, and project analysis. The students also develop transferrable skills that can be applied to new technologies. The course is language-neutral and taught in English.
prereq: TRNS 75100: Translation Theory
For Russian track, one of the following:
TRNR 75200: Advanced Comparative Russian-English Grammar and Stylistics for Translation
TRNR 75300: Russian-to-English Translation TRNR 75400: English-to-Russian Translation For Spanish Track, one of the following:
TRNS 75200: Comparative English/Spanish Grammar and Stylistics for Translators
TRNS 75300: English-to-Spanish Translation TRNS 75400: Spanish-to-English Translation For Chinese Track, one of the following:

Hours 3
Credits 3

TRNC 75100 - Market Strategies & Critical Perspectives for Chinese-English Translators

This course offers a critical perspective on opportunities and challenges for the entry level Chinese-English translator/interpreter today. It addresses translation as a business and translators as individuals who engage in a wide array of "conversations" in a competitive marketplace—with different agencies, organizations, and institutions. Students will examine the evolution of what is called "professional" (as opposed to literary or community) translation, and the specificity of freelance or start-up work as opposed to landing full-time positions in corporations of different scales, from the boutique agencies to the multinational LSPs (language service providers). While learning to strategize work opportunities and to market their skills, students will contemplate larger issues of social purpose and sustainability of the translator, the role of the translators/interpreter in corporate social responsibility, soft-power economics, climate change, and other social justice and humanitarian concerns.

Hours 3
Credits 3

TRNC 75200 - Chinese to English Professional Translators Workshop

Professional Translators Workshop serves as a preparatory overview in Chinese/English translation; the course provides a comprehensive skill-based induction into document translation as a multi-faceted and market-driven occupation, with emphasis on professional, that is, need-based, client-initiated, projects, as opposed to recreational or literary translation. Students will learn how to use key translation resources and implement appropriate strategies in translating and oral rendition/sight-translation between Chinese and English to serve real-world communicative purposes.

Hours 3 hrs.
Credits 3 cr.

TRNC 75400 - Chinese-English Editing and Revising in Translation

This course reinforces the basic principles of translation and its productive progression through levels of fine-tuning – proofreading, revising, copy-editing, post-editing – from the rough drafts to the final copy. Editing and Revising in Translation will address the mechanics of grammar and readability of target texts in English, but more importantly, also the process of appreciatively revising the efficacy and merit of translated works in English in terms of the translator's handling of style, register, and idiom. As translation often occurs in urban environments of robust linguistic contact and change, the course will account for English as Englishes in the world and challenge prescriptive linguistics by addressing variation in English usage; the course will identify the pitfalls of word-for-word or literal translation with focus on differences in the rhetoric and discourse structures between languages. Theoretical discussion on approaches
to translation and types and levels of proofing and editing emerge naturally in this context.

*Hours 3*
*Credits 3*

**TRNC 75600 - Translation in Commercial Affairs (CHINESE-ENGLISH)**

This course concerns the practice of Chinese to English translation within the broad scope of commercial affairs as they pertain to fundamental industry sectors such as real estate, tourism and hospitality, banking, retail manufacturing, catering, etc. Students will practice translation on behalf of a range of corporate clients and public oversight bodies such as the consumer protection bureau, the stock exchange commission, the housing or transportation authorities, health and hygiene departments, and other agencies. While translating trade-specific and highly contextualized matters (catering to particular consumer demographics), students will be trained in functional, dynamic approaches in translation.

*prereq or coreq: TRNC 75100: Market Strategies and Critical Perspectives for Chinese-English Translators TRNC 75200: Professional Translator Workshop*
*Hours 3*
*Credits 3*

**TRNC 76100 - Chinese-English Fundamentals of Sight Translation & Consecutive Interpreting**

This course provides a broad introduction to Chinese-English interpreting in a variety of public, community, and business settings, with emphasis on sight translation (oral rendition of written texts) as a fundamental part of the process. Students will engage in role-play exercises (simulating real-world interactions) and hone specific skill sets and strategies cumulatively, at increasing levels of complexity. Students will practice and reflect on consecutive interpreting as a multi-faceted process broken into performance-based components including note-taking, listening, voice production, the use of verbal and non-verbal cues, memory training, and paralinguistic applications. The course will survey the role of interpreters in healthcare, public education, criminal justice, and the court system.

*prereq or coreq: TRN 751: Translation Theory, TRNC: 75200 Professional Translation Workshop*
*Hours 3*
*Credits 3*

**TRNR 75100 - Comparative Russian-English Grammar in Context**

The course prepares students for successful graduate work in Russian<>English translation and interpretation by strengthening their knowledge of grammar, emphasizing the comparative grammatical, lexical, syntactic and semantic aspects of the two languages, as well as providing cultural context and vocabulary practice.

*Hours 3*
*Credits 3*

**TRNR 75200 - Advanced Comparative Russian-English Grammar and Stylistics for Translators**

The course offers an advanced comparative study of grammatical, syntactical and stylistic forms of English and Russian, along with emphasis on stylistics and usage. The course focuses on lexical, grammatical and cultural equivalence, builds vocabulary and prepares students for work in professional translation by introducing basic concepts.
in translation. The course also provides a cultural foundation for language learning and familiarizes the students with different registers of speech through exercises based on published periodicals, electronic resources and scientific essays, among others.

Hours 3 hrs.
Credits 3 cr.

**TRNR 75300 - Russian to English Translation**

The course prepares students for Russian-to-English translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

*prereq:* TRN 75100: Translation Theory  
*coreq:* TRNR 75100: Advanced Russian Grammar

Hours 3  
Credits 3

**TRNR 75400 - English to Russian Translation**

The course prepares students for English-Russian translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

*prereq:* TRN 75100: Translation Theory; TRNR 75200: Advanced Comparative Russian-English Grammar and Stylistics; TRNR 75300: Russian-English Translation

Hours 3  
Credits 3

**TRNR 76100 - Consecutive Bidirectional Interpretation**

The course teaches background skills for consecutive interpretation (memory training, concentration and note-taking) along with practice in simulated real-life settings.

*prereq:* TRN 75100: Translation Theory  
TRNR 75200: Advanced Comparative Russian-English Grammar and Stylistics for Translators

Hours 3  
Credits 3

**TRNR 76200 - Simultaneous Interpretation**

The course introduces students to foundations of simultaneous interpretation, including focus on memory and note-taking, use of relevant technology as well as such transferrable skills as glossary building, multi-tasking, and subject-specific research. The course is offered in Russian.

*prereq:* TRN 75100: Translation Theory  
TRNR 75200: Advanced Russian-English Comparative Grammar and Stylistics for Translators  
TRNR 76100: Consecutive Interpretation

Hours 3  
Credits 3

**TRNS 75200 - Comparative English-Spanish Grammar & Stylistics**
This course will compare and contrast English and Spanish grammar and stylistics within their historical context and their evolution to modern times. These grammatical concepts will serve as the means for applying practical solutions to language-transfer challenges in translation exercises. Students will also be guided to understand and use the fundamental concepts of stylistics and their implication for the study and practice of translation.

*Hours 3*  
*Credits 3*

**TRNS 75300 - Spanish to English Translation**

*Hours 3*  
*Credits 3*

**TRNS 75400 - English to Spanish Translation**

The course highlights both the cultural and linguistic aspects of translation while students learn to solve the specific challenges posed by translating from English into Spanish. Students carry out intensive practice of the concepts, methods, and techniques learned in the program's core courses and apply them to texts in a variety of academic and professional fields such as journalism, advertising, business, tourism, etc. Special emphasis will be on analysis of the source text and the choices involved in rendering the most appropriate translation for the intended purpose and target audience.

*prereq: TRN 75100: Translation Theory*  
*Hours 3*  
*Credits 3*

**TRNS 75500 - English – Spanish Revising & Editing for Translators**

In this course students will acquire the skills necessary to provide professional-level bilingual/monolingual review, revising and editing of texts – services increasingly in demand within the translation market and in the field of publishing. The course introduces key terminology, skills, as well as ethics of work in this field.

*prereq: TRN 75100: Translation Theory*  
*Hours 3*  
*Credits 3*

**TRNS 76100 - Consecutive Interpretation**

The course teaches background skills for consecutive interpretation (memory training, concentration and note-taking) along with practice in simulated real-life settings.

*prereq: TRN 75100*  
*Hours 3*  
*Credits 3*

**TRNS 76200 - Simultaneous Interpretation**

The course introduces students to simultaneous interpretation, including focus on memory and note-taking, use of relevant technology as well as such transferrable skills as glossary-building, multitasking, and subject-specific research. The course is offered in Spanish.
prereq: TRN 75100: Translation Theory

Hours 3
Credits 3

**ARTCR 61100 - Advanced Painting I**

Individual tutorial with full-time faculty member.

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

**ARTCR 61200 - Advanced Painting II**

Individual tutorial with full-time faculty member.

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

**ARTCR 61300 - Advanced Painting III**

Individual tutorial with full-time faculty member.

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

**ARTCR 62100 - Advanced Sculpture I**

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

*Hours 45 hrs,*
*Credits 3 cr*

**ARTCR 63600 - Advanced Ceramics II**

Individual tutorial with full-time faculty member.

*Hours 45 hrs,*
*Credits 3 cr*
*MFA majors in clay and casting only*

**ARTCR 64000 - Advanced Drawing I**

A studio elective for MFA students.

*Hours 4*
*Credits 3*
ANTH 74500 - Anthropology of Science

This course examines how scientific knowledge is made in laboratories and other venues of scientific practice, while helping students develop critical evaluations of the power and authority of science and understand its role in current social problems. Students will examine scientific practices and notions of objectivity; make comparisons with indigenous, non-Western, and lay knowledge systems; and explore ethical and legal aspects of scientific innovation.

prereq: department permission
Hours 3 hrs
Credits 3 cr.

COUNR 72600 - Internship in Counseling 2 (KC)

prereq: COUNR 72500
Hours 4 (includes 300 hours fieldwork)
Credits 4
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

ECO 75100 - Economic Development of Latin America

This course may be offered depending on student and faculty interest

EDUC 71700 - Supervised Clinical Experience 1

This course is an opportunity for teacher candidate to engage in one semester of supervised clinical experience in a classroom that corresponds with the grade levels and content area in which the teacher candidate is seeking certification. Emphasis is placed on teacher candidates developing a reflective stance on their supervised clinical experience. Teacher candidates in this course will be coached by a Hunter College School of Education field supervisor. This course is intended to supplement other clinical experiences previously completed by teacher candidates and requires a minimum of 10 hours per week in a clinical placement.

prereq: Departmental permission required.
Credits 1.0
Contact hours include five 3-hour seminars (total 15 contact hours); minimum of 10 hours of clinical experience per week.

Students must complete this course with a grade of B or better, or they must request permission to repeat the course.

EDUC 71800 - Supervised Clinical Experience 2

This course is an opportunity for teacher candidate to engage in one semester of supervised clinical experience in a classroom that corresponds with the grade levels and content area in which the teacher candidate is seeking certification. Emphasis is placed on teacher candidates developing a reflective stance on their supervised clinical experience. Teacher candidates in this course will be coached by a Hunter College School of Education field supervisor. This course is intended to supplement other clinical experiences previously completed by teacher candidates and requires a minimum of 20 hours per week in a clinical placement.

prereq: Departmental permission required.
Credits 2.0
Contact hours include ten 3-hour seminars (total of 30 contact hours); minimum of 20 hours of clinical experience per week.

Students must complete this course with a grade of B or better, or they must request permission to repeat the course.

ENGL 77900 - Thesis Research and Writing Methods

Thesis Research in Literature, Language, and Theory introduces students to the scholarly thesis as a form and develops students' research writing skills, culminating in a formal thesis proposal. The course also addresses pragmatic elements of thesis composition including presenting different strategies for time management and introducing students to the administrative processes related to thesis writing and approval within the Department. Several models of successful thesis proposals and theses will be presented for discussion and analysis.

prereq: Students must have taken at least 15 English credits at the graduate level to enroll.

Hours 3 hrs
Credits 3 cr.

GSR 73900 - Sociology of the Gig Economy

This course examines the complex and dynamic relationship between work, technology and society by looking at the "gig" economy, a labor market that challenges traditional ideas of economy.

Hours 3 hrs.
Credits 3 cr.

MUS 74300 - Advanced Jazz Harmony and Arranging

The study of advanced melodic, harmonic, and orchestration concepts commonly used in jazz and other related 20th century musical forms. Application through composition and arranging projects for small and large ensembles. Students with sufficient background in jazz harmony and arranging may register for this course with the permission of the graduate adviser without taking MUS 73800.

prereq or coreq: Department permission

Hours 3 hrs.
Credits 3 cr.

PT 88800 - Directed Research III: Presentation Tactics

Strategies for effective presentation of research findings in a professional forum.

prereq: PT 80900

Hours 1 hr.
Credits 1 cr.

TRN 75200 - Professional Translators Workshop

This course provides a hands-on preparatory overview in the practice of professional translation. Students in all language tracks will receive a skill-based induction into the language services industry as a multi-faceted occupation. The course will familiarize students with the nuts and bolts of language services – the use of key resources and tools, how to analyze the real-world contexts of projects, build and manage terminology databases, and determine criteria for
self-assessment and continued development.

**prereq or coreq:** None  
**Hours** 3 hrs.  
**Credits** 3 cr.

**TRN 76600 - Localization and Terminology Management**

The term localization describes the process of adapting software products as well as websites and services to international markets where languages other than English are used. This course explores the key concepts of globalization, internationalization, localization and translation and guides students to discern what is allowable, impactful, or simply necessary, both from a technical (linguistic), and a cultural (affective) perspective.

**prereq or coreq:** TRN 75900  
**Hours** 3  
**Credits** 3

**TRN 76900 - Principles of Interpreting Practice**

The course addresses the key principles, industry standards of assessment, and methodology and procedurals that guide interpreting training and practice. It provides the foundational knowledge that prepares students to formulate best practices and approaches to ethical, social, and cultural issues in professional interpreting.

**prereq or coreq:** None  
**Hours** 3  
**Credits** 3

**TRN 77600 - Translation in New Media**

The course introduces students to the commercial demands and the technologies and tools needed to cope with what's loosely defined as translation of "new media," i.e. non-traditional media that has become dominant in the digital environment, including video games, mobile apps, video clips, and so on. The objective is to prepare students to work multimodally (with visual, audio, and orthographic materials) in order to render translation of digitalized content.

**prereq or coreq:** None  
**Hours** 3  
**Credits** 3

**TRN 79000 - Independent Study: Research Topics in Translation, Localization, and Interpreting**

This course is an independent study project under the direction of a faculty member and may only be taken once. The student may (1) identify a specific industry (client) sector and produce a translation and/or localization project based on a substantive relevant source text/web or media content, along with a justification paper reflecting on the work process and approaches implemented and the real-world relevance of the project, or (2) the student may develop a theoretical research topic formulated around evolving debates on translation processes and modalities, and/or the current socio-cultural issues involved in the business of translation and/or localization around the world. This course requires pre-approval of the program before enrollment.

**prereq or coreq:** 12 credits in combination of MATI courses prefixed: TRN, TRNA, TRNC, TRNR, and/or TRNS  
**Hours** 3  
**Credits** 3
TRN 79900 - Internship in Translation and Interpreting

Based on the principles of experiential and reflexive learning, this course provides students with the opportunity to put in practice the skills and knowledge gained from the program by serving an internship in a professional environment. Complementing the student's worksite experience, the course will survey the various work models employed in the language services industry and address the key organizational behavioral and labor relations issues that pertain to an array of positions in translation, localization, and interpreting.

prereq or coreq: 12 credits in combination of MATI courses prefixed: TRN, TRNA, TRNC, TRNR, and/or TRNS
Hours 3
Credits 3

TRNA 75300 - Arabic-English Translation

The course prepares students for Arabic-to-English translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

prereq or coreq: None
Hours 3
Credits 3

TRNC 76200 - Chinese-English Simultaneous Interpreting

The course is designed to introduce the principles and techniques of simultaneous interpreting between Chinese (Mandarin) and English, with a view to equip students with the knowledge, skills and mental acumen needed to be successful professional interpreters. Students will delve into a variety of political, economic, social, scientific and technological texts and recorded audio materials to practice interpreting in the key communicative settings such as training presentations, international conferences, and diplomatic encounters.

prereq or coreq: TRNC 76100
Hours 3
Credits 3

TRNC 76500 - Chinese-English Medical Interpreting

The course is designed to provide specific interpretation training in the medical field to meet the ever-growing need of the healthcare industry in the US context. This course will prepare students to serve as interpreters in the day-to-day encounters of critical point-of-care delivery—from ambulatory and emergency bedside attendance to ICU staff support, hospice care, and patient-family mediation. Students receive a thorough grounding in medical terminology, the healthcare interpreter's code of ethics, and the rights and responsibilities pertaining to patient-provider relations.

prereq or coreq: TRNC 76100
Hours 3
Credits 3

TRNR 76300 - Russian-English Literary Translation

Students in the course practice translating a range of literary texts and explore the limits of domestication and foreignization while developing an articulate sense of linguistic similarity and dissimilarity between Russian and English.
TRNS 75600 - Spanish-English Medical Interpreting

This course provides a comprehensive training program to prepare students to serve as interpreters in the day-to-day encounter of critical point-of-care delivery—from ambulatory and emergency bedside attendance to ICU staff support, hospice care, and patient-family mediation. Students receive a thorough grounding in medical terminology, the healthcare interpreter's code of ethics, and the rights and responsibilities pertaining to patient-provider relations. As part of the course work, students will receive training in simulated interpreting exams modelled after the Certification Commission for Healthcare Interpreters (CCHI) and the National Board Certificate in Medical Interpreting and CMI and build a personal portfolio comprising a glossary of medical terms, a medical interpreter journal, and audio work samples.

Programs of Study

Adolescent Special Education Grades 7-12: Additional NYS Certification - Advanced Certificate

Program

This program (Academic Plan: ASE712-AC) leads to a post-master's Advanced Certificate in Adolescent Special Education Generalist, Grades 7-12. The program is designed for students with existing New York State certification in either Students with Disabilities Grades 1-6, or another certification content area at the adolescent level—such as Mathematics, Science, English Language Arts, or Social Studies.

Admission Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.5.
2. New York State initial, professional or permanent certification in:
   - Childhood Special Education, Grades 1-6
   - Adolescent Education, Grades 7-12
3. A minimum of 24 liberal arts and sciences credits as follows: 6 credits English, 6 credits in historical and social sciences, 6 credits in science, 6 credits in math.
4. A personal statement.
5. A recommendation from a supervisor or academic professor.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 16 cr.

Academic Plan

ASE712-AC

Credits

16

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs
*Credits 3 cr

SPED 70100 - Assessment of Students with Disabilities

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000
*Hours 45 hours; includes 10 hrs of field experience
*Credits 3

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.
SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities (KC)

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas.

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

SPED 77300 - Math Methods for Adolescents with Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

**prereq:** SPED 70000  
**coreq:** SPED 77300  
**Hours** 2 hrs: 15 hours of seminar plus 22 lab/clinical hours  
**Credits** 2 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

* Note: These choices are based upon previous courses taken. Note that all applicants will already have taken one required special education course as part of general education certification programs. Therefore a choice allows each candidate to customize a plan of study with new material and avoid taking a course that would be redundant.

**Exit Requirements**

1. An overall GPA of 3.0.
2. A grade of at least B in classes based upon fieldwork/clinical teaching (SPED 77200 and SPED 77400).  
3. Completion of the Dignity for All Students Act (DASA) workshop.  
4. Maintain valid and appropriate NYS certification.

**Bilingual Education Extension: NYS Teachers - Advanced Certificate**

**Program**

The School of Education offers a post-baccalaureate program that lead to Bilingual Education Extension for classroom teachers with NYS certification (Academic Plan: BIEXT-AC). This program trains teachers to become effective bilingual practitioners with high levels of competence using two languages of instruction. The programs are offered in three language sets: Spanish/English, French/English and Chinese/English.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 -or- A master's degree with a GPA of at least 3.5  
2. NYS teacher certification in:  
   ○ Early Childhood Education (Birth-Grade 2)
Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 13-14 cr.

Academic Plan: BIEXT-AC

BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*

Credits 3 cr

BILED 71150 - Fieldwork in Bilingual Literacy (KC)

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school
Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 77100 - Psychology of Language Learning and Teaching

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

prereq or coreq: BILED 70100
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

BILED 77900 - Multicultural Education

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

prereq or coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish (KC)

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 76800 - Instruction through the Native Language-French
This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

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

**Hours** 45  
**Credits** 3

**Exit Requirements**

1. An overall GPA of 3.0.  
2. A grade of at least B in the field experience course BILED 71150.  
3. Maintain a valid and appropriate NYS certification.  
4. Complete the Dignity for All Students Act (DASA) workshop.

**Bilingual Education Extension: Pupil Personnel Services - Advanced Certificate**

**Program**

The School of Education offers a post-baccalaureate, advanced certificate program that lead to Bilingual Education Extension for those with NYS certification in Pupil Personnel Services (Academic Plan: BEPPS-AC). This program trains teachers to become effective bilingual practitioners with high levels of competence using two languages of instruction. The programs are offered in three language sets: Spanish/English, French/English and Chinese/English. Candidates must be employed and working in their area of certification in a bilingual setting at the time of application and during practicum semester.

**Admission Requirements**

1. A master's degree from an accredited institution with a GPA of at least 3.5  
2. Permanent or professional certification in:  
   - School Administrator  
   - School Building Leader  
   - School Counselor  
   - School Social Worker  
   - School Psychologist

-or-

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 and provisional certification in one of the certification areas listed above.  
2. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted in English and Spanish, French or Chinese.  
3. A recommendation from a supervisor.  
4. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree.”

**Progress Standards**
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 15 cr.

Academic Plan: BEPPS-AC

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*

*Credits 3 cr*

**BILED 71700 - Language Assessment for English Language Learners**

An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

*prereq: BILED 77100, CEDCF 70050*

*Hours 45 hrs,*

*Credits 3 cr*

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

*prereq or coreq: BILED 70100*

*Hours includes 5 hrs of fieldwork*

*Credits 3 cr*

**COCO 70700 - Multicultural Aspects of Counseling**
Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

**Hours 45 hrs**  
**Credits 3**

**COUNS 71800 - Practicum in Counseling (KC)**

This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

**prereq:** COCO 70100; COCO 70200  
**prereq or coreq:** COCO 700; COUNS 719; COUNS 717

**Hours 100**  
**Credits 3 credits**

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**Exit Requirements**

1. An overall GPA of 3.0.  
2. Maintain a valid and appropriate NYS certification.  
3. Complete the Dignity for All Students Act (DASA) workshop.

**Blind and Visually Impaired: NYS Teacher Certification - Advanced Certificate**

**Program**

This post-master's, advanced certificate program (Academic Plan: TBVI-AC) is designed to prepare NYS certified teachers to serve as teachers of the blind and visually impaired, including those with multiple disabilities, in educational programs from birth to grade 12. Graduates of this program will be eligible for NYS professional certification in Blind and Visually Impaired.

**Admission Requirements**

1. New York State teaching certification in any area.  
2. Master's degree in education or a related services field (speech and language pathology, physical therapy, nursing) with a GPA of at least 3.5.  
3. Completion of SPED 70000 (Issues and Practices in Educating Students with Disabilities) or the equivalent with a grade of B or better for all applicants without a master's degree in special education.  
4. Evidence of acceptable writing skills.  
5. Three letters of recommendation.  
6. Evidence of work, volunteer, or personal experience with individuals with visual impairments.  
7. An interview with a special education faculty member.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*
Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 22 cr.

Academic Plan: TBVI-AC

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

prereq or coreq: SPED 74000
Hours Includes 10 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments**

Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.

prereq or coreq: SPED 74000, SPED 74100  
Hours Includes 15 hrs of field experience  
Credits 3

**SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)**

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Brailewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

prereq or coreq: SPED 74000, SPED 74100  
Hours Includes 10 hrs of field experience  
Credits 3

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 74400 - Assistive Technology for Learners with Visual Impairments**

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

prereq: SPED 74300  
Hours 45 hrs,  
Credits 3 cr

**SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments**

Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.
SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment (KC)

Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

Exit Requirements

1. An overall GPA of 3.0.
2. Students must receive a grade of B or better in student teaching or practicum courses.
3. Must maintain a valid and appropriate NYS certification.
Complete the Dignity for All Student Act (DASA) workshop.

Program Adviser

L. Beth Brady  
(212) 772-4229  
929 West  
lbrady@hunter.cuny.edu

Blind and Visually Impaired: Orientation and Mobility - Advanced Certificate

Program

This post-master's, advanced certificate program is designed for certified Teachers of Students with Visual Impairments and/or Vision Rehabilitation Teachers (VRT) who have ACVREP certification to become Certified Orientation & Mobility Specialists (COMS). Graduates of this program will be eligible to obtain national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) as orientation and mobility specialists (COMS). This program does not lead to additional NYS certification.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0, plus teacher of the blind and visually impaired teaching certificate, or occupational therapy or physical therapy.  

   -or-

   A master's degree from an accredited institution with a GPA of at least 3.5 in rehabilitation teaching or teacher of the blind and visually impaired or in occupational therapy or physical therapy with a GPA of at least 3.5.

2. Evidence of acceptable written languages skills.

3. Three letters of recommendation.

4. Evidence of work, volunteer or personal experience with individuals with visual impairments.

5. An interview with a special education faculty member.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   
   o Students must receive a grade of at least a B in key program courses.
- Students who receive a grade of F or WU in key program courses may not continue in the program.
- Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 20 cr.

**Academic Plan: ORMOB-AC**

**COUNR 73000 - Counseling with the Aging**

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

*Hours 45 hrs*
*Credits 3*

**SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities**

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

*Hours includes 10 hrs field experience, 45 hrs,*
*Credits 3 cr*

**SPED 76500 - Intermediate Orientation and Mobility (KC)**

Theories related to perception, learning and development of individuals who are blind or visually impaired, and/or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

*prereq or coreq: SPED 76800*
*Hours includes 50 hrs of lab plus 15 hrs field experience*
*Credits 3 cr.*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SPED 76600 - Advanced Orientation and Mobility**
Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq or coreq: SPED 76500, 76800  
*Hours includes 50 hrs of lab plus 15 hrs field experience  
*Credits 3 cr*

**SPED 76700 - Orientation and Mobility: Internship/Seminar (KC)**

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq or coreq: SPED 76500, 76600, 76800, 76900  
*Hours 30 hrs seminar, plus conferences plus 340 hours of internship,  
*Credits 2 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar**

This course teaches assessment, evaluation and lesson plan/execution, the systems of mobility used by persons who are visually impaired, and indoor travel techniques used by persons with visual impairments navigating familiar and unfamiliar buildings. Fifteen day summer course.

prereq or coreq: permission of adviser  
*Hours 3 hrs  
*Credits 3 cr.*  
Two week summer course.

**SPED 76900 - Advanced Orientation and Mobility Lab and Seminar**

This course provides instruction in, lesson sequencing, pedagogical and andragogical methods for O&M instruction for persons who are blind or visually impaired. Through observation, and practice, this course develops competencies in teaching travel techniques used by persons with visual impairments.

prereq: SPED 76800  
*Hours 3 hrs  
*Credits 3 cr.*  
Two week summer course.

**Exit Requirements**
An overall GPA of 3.0

**Childhood Special Education: Additional NYS Certification - Advanced Certificate**

**Program**

This post-master's, advanced certificate program in Childhood Special Education (Academic Plan: CSPE-AC) is designed for students with existing New York State certification in either Childhood Education Grades 1-6 or a different certification area of Special Education.

**Admission Requirements**

1. A master's degree from an accredited institution with a GPA of at least 3.5
2. NYS certification in one of the following:
   - Students with Disabilities, Birth – Grade 2
   - Students with Disabilities, Grades 7-12 Generalist
   - Childhood Education, Grades 1-6
3. A personal statement.
4. A recommendation from a supervisor or academic professor.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study - 17 cr.**

**Academic Plan: CSPE-AC**

**SPED 70050** - Social, Historical, and Philosophical Foundations of General and Special Education
Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Note: The choices above are based upon previous courses taken. Note that all applicants will already have taken one required special education course as part of general education certification programs. Therefore, a choice allows each candidate to customize a plan of study with new material and avoid taking a course that would be redundant.*
SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.

prereq or coreq: SPED 70000
Hours 15 hrs,
Credits 1 cr

SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

prereq: SPED 70000 or 70050
Hours 3 hrs: includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100
prereq or coreq: SPED 70000
Hours 15 hrs seminar, plus 20 hrs lab,
Credits 2 cr

Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 78100/78200  
coreq: SPED 78400  
Hours 45  
Credits 3  
Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use

prereq: SPED 781/782  
coreq: SPED 783  
Hours 15 hrs seminar, plus 20 hrs lab,  
Credits 2 cr  
Spring only  
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0  
2. A grade of at least B in Key Courses as designated in each title with "(KC)"  
3. Complete the Dignity for All Students Act (DASA) workshop

Curatorial Studies - Advanced Certificate

Program

The certificate is intended to formalize and recognize the high level of curatorial training already being provided to graduate students (both MA and MFA) in the Department of Art & Art History, and to intensify and amplify that training through the rigor of an official curriculum. In the academic and practical curriculum laid out below, students will gain experience, contacts, and visibility in the city and in international art world. Relevant job opportunities for
students who attain this certificate include Curator, Curatorial Assistant, Gallerist, Gallery Director, Art Fair manager, Public Art Consultant, Art Adviser, private collection curator, Registrar, and many other related positions in museums and also private or commercial interests.

Admission Requirements

The certificate program, which is open by subsequent application to Hunter College students accepted into either the MA or the MFA, and by application to students holding the MA in Art History (or related degree) from another accredited institution, consists of a sequence of four courses designed specifically to offer both a theoretical and historical grounding in curatorial practices and practical experience in exhibition organization and display and object / collection research and preservation. For students already enrolled in the Hunter MA or MFA programs, of the 12 credits required for the certificate, 6 would fulfill requirements within the existing 30 credit MA degree in Art History or the existing 48 credit MFA, and 6 would be in addition to those credit limits in both programs. Students admitted directly to the certificate program would be required to complete 12 credits.

Program Requirements

Curriculum

I. Methodology- 3 cr.

**ARTH 60200 - Research Methods of Art History**

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

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

II. Exhibition Practicum-3 or 9 cr.

**ARTH 76200 - Curatorial Practicum**

A subject specific Exhibition seminar/practicum: the course would focus on an exhibition project, led by a faculty member and researched by students, culminating in an exhibition. It will acquaint students with all aspects, from creative to practical, in mounting an exhibition.

*Hours 3 hrs.
Credits 3 cr.

**ARTH 76300 - The Artist's Institute**

The Artist's Institute offers students enrolled in the MA, MFA, and Advanced Certificate in Curatorial Studies experience, contacts, and visibility in the city and in the international art world. Each semester, an advanced seminar is organized around a topic, artist, or writer relevant to the contemporary art world. Students are led through a curriculum of reading, writing, and discussion that leads to organizing a coherent project, which can take the form of a publication, an exhibition, or a series of public programs.
III. History of Exhibitions, Collecting, and Curatorial Practices - 0 or 6 cr.

ARTH 76100 - Special Topics Seminar in Exhibitions and Collecting

This course addresses the history of collecting as the foundation of institutions that foster the production, dissemination, and preservation of art. Dependent on the expertise of the instructor, this course varies among topics such as History of Museums, History of Biennials, History of Collecting, Taste, and Patronage, and Theoretical and Critical investigations of Collecting Practices.

Additional Information

Program Adviser

Cynthia Hahn, Professor, Art History
cynthia.j.hahn@gmail.com

Cytotechnology: Advanced Certificate

Cytotechnology is an allied health profession that specializes in the study of cells from the human body. Working with a microscope and a variety of technologies, some of which are automation-assisted, cytotechnologists evaluate cell samples from gynecologic (e.g., Pap smears), nongynecologic and fine needle aspiration (FNA) specimens to detect cancer, precancerous lesions, benign tumors, and infectious processes. Cytotechnologists are trained laboratory professionals who help to save lives by identifying diseases early on and monitoring a patient's response to therapy.

The Hunter College Advanced Certificate (AC) in Cytotechnology prepares graduates for the professional practice of cytotechnology. It is an intense three-semester (Fall/Spring/Summer) training program that is administered in collaboration with Memorial Sloan Kettering Cancer Center (MSK). All training takes place in the laboratory facility of the MSK Cytology Service.

Program

The AC in Cytotechnology is a 26-credit graduate level post-baccalaureate certificate program within the Medical Laboratory Sciences (MLS) Department of Hunter College. It is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and is New York State (NYS) licensure qualifying. Upon successful completion of the AC, students will be eligible to sit for the national certification examination given by the American Society for Clinical Pathology Board of Certification. This examination is approved for NYS licensure purposes. Successful completion of the examination indicates attainment of entry level competency in the profession. Certified individuals are recognized with the designation CT(ASCP) – certified cytotechnologist.

Admission criteria

Admission criteria are designed to satisfy the requirements for cytotechnology curricula as described in Article 165, Section 52.39 of the Clinical Laboratory Technology Practice Act (http://www.op.nysed.gov/prof/clt/part52-39.htm).
They consist of a baccalaureate or higher degree in the major of medical laboratory sciences, biology, chemistry or the physical sciences with the following pre-requisite courses or their equivalent as determined by the program: inorganic chemistry, organic chemistry, anatomy & physiology, cell biology, mathematics and statistics, human genetics, immunology and clinical microbiology. Minimum GPA of 3.0/4.0. The program does not grant credit for advanced placement courses or experiential learning. Visit Hunter College AC in Cytotechnology overview for additional important information prior to application.

NYS Licensure Curricular Requirements for Registered Cytotechnology Programs

The curriculum for the AC in cytotechnology was developed to meet the coursework and curricular content stipulated in NYS regulations, Section 52.39: Registration of Curricula for programs seeking registration as a cytotechnology licensure-qualifying program. It contains didactic and clinical training as well as supervised clinical experience within the MSKCC Cytology laboratory throughout the span of the three semester program.

Cytotech courses

**MLS 63000 - Introduction to Cytopathology**

Students will be introduced to the discipline of cytopathology including historical perspective, established terminology, basic cell structure and cell biology and concepts of cellular response to injury and neoplasia. The applicability of immunochemistry, cytogenetics and other molecular studies to cytology specimens will also be discussed.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.*

*Hours 1 hr*

*Credits 1 cr.*

*fall only*

**MLS 63200 - Gynecologic Cytopathology**

Students will be introduced to the cytopathology of infectious, inflammatory, premalignant, and malignant pathologic processes of the female genital tract. They will learn how to identify benign and abnormal cytologic findings in gynecologic specimens and formulate preliminary and differential diagnoses.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.*

*coreq: MLS 63000*

*Hours 4 hrs*

*Credits 4 cr.*

*fall only*

**MLS 63500 - Microscopic Evaluation 1**

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance. (limited to gynecologic, respiratory and gastrointestinal specimens)
**MLS 63600 - Microscopic Evaluation 2**

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

*prereq: MLS 63500; enrollment in the AC Cytotechnology Program or departmental permission required.*
*coreq: MLS 64100, MLS 65000 & MLS 65100*
*Hours 2 hrs*
*Credits 2 cr.*
*fall only*

**MLS 63700 - Microscopic Evaluation 3**

An extension of MLS 63500 and MLS 63600. Students continue to apply acquired didactic material in a supervised clinical practice setting acquiring speed and proficiency in cytologic screening. This course also allows students to gain experience in fine needle aspiration specimen adequacy assessment and specimen triage for ancillary studies. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

*prereq: MLS 63600; enrollment in the AC Cytotechnology Program or departmental permission required.*
*Hours 4 hrs*
*Credits 2 cr.*
*spring only*

**MLS 64000 - Exfoliative Cytopathology 1**

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the respiratory and gastrointestinal tracts. Students will learn how to assess respiratory and gastrointestinal specimens for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

*prereq: enrollment in the AC Cytotechnology Program or departmental permission required.*
*coreq: MLS 63000*
*Hours 2*
*Credits 2 cr.*
*fall only*

**MLS 64100 - Exfoliative Cytopathology 2**

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the urinary tract, body cavities and central nervous system.
Students will learn how to assess specimens from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: MLS 64000; enrollment in the AC Cytotechnology Program or departmental permission required.

Hours 2 hrs
Credits 2 cr.
spring only

**MLS 64400 - Research Methods 1**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000, MLS 63200 and MLS 64000

Hours 1 hr
Credits 1 cr.
fall only

**MLS 64500 - Research Methods 2**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: MLS 64400; enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 64100, MLS 65000, MLS 65100

Hours 1
Credits 1 cr.
spring only

**MLS 64600 - Research Methods 3**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: MLS 64500; enrollment in the AC Cytotechnology Program or departmental permission required.

Hours 2 hrs
Credits 1 cr.
8-week summer session I

**MLS 64700 - Cytopreparatory Techniques 1**

Provides instruction and hands-on experience in the basic principles of cytopreparation and applicable quality assurance and quality control activities. Students learn established cytopreparatory techniques, such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 630
MLS 64800 - Cytopreparatory Techniques 2

A continuation of MLS 64700; provides more in depth instruction in laboratory safety and additional hands-on experience in cytopreparation. Students learn established cytopreparatory techniques such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

*prereq: MLS 64700; enrollment in the AC Cytotechnology Program or instructor permission required.*

**Hours 1 hr**

**Credits 1 cr.**

MLS 64900 - Cytopreparatory Techniques 3

A continuation of MLS 64700 and MLS 64800; provides more hands-on experience in cytopreparation. Students apply principles of established cytopreparatory techniques and quality control under the supervision of licensed clinical personnel.

*prereq: MLS 64800; enrollment in the AC Cytotechnology Program or instructor permission required.*

**Hours 2 hrs**

**Credits 1 cr.**

*8-week summer session I*

MLS 65000 - Fine Needle Aspiration Cytology 1

Provides instruction in the principles of fine needle aspiration cytopathology of the lung, mediastinum, breast, thyroid, salivary gland and lymph nodes. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required*

**Hours 2 hrs**

**Credits 2 cr.**

*spring only*

MLS 65100 - Fine Needle Aspiration Cytology 2

Provides instruction in the principles of fine needle aspiration cytopathology of the liver, pancreas, kidney, adrenal glands, retroperitoneum, bone and soft tissue. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.*

**Hours 2 hrs**

**Credits 2 cr.**

*spring only*

MLS 65200 - Cytology Laboratory Management and Operations
Provides instruction in the management principles of a cytology laboratory including regulatory requirements, laboratory safety, quality management, quality assurance, quality control and equipment maintenance.

**prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.**

**Hours 2 hrs**

**Credits 1 cr.**

*8-week summer session I*

**CAAHEP Accreditation Curriculum Requirements and Cytotechnologist Entry-Level Competencies**

The AC in cytotechnology curriculum is also designed to meet CAAHEP accreditation standards which mandate that a program's curriculum in cytotechnology is robust enough to prepare students to meet defined entry-level competencies. These competencies are developed by the Cytotechnology Programs Review Committee (CPRC), the cytotechnology accreditation arm for CAAHEP, with input from communities of interest that have a stake in the cytotechnology profession. They represent minimum competencies that cytotechnology graduates must be able to demonstrate upon entering the profession. These entry-level competencies are reviewed on a periodic basis by the CPRC and with input from communities of interest to ensure that they reflect the current practice of cytotechnology. The AC in cytotechnology curriculum meets accreditation entry-level competencies and will be reviewed periodically to ensure that these accreditation standards are met when entry-level competency revisions are made by the CPRC/CAAHEP.

CAAHEP accreditation also requires that programs must ensure that students have a minimum of 28 credits of sciences including chemistry and the biological sciences and 3 credits of mathematics and/or statistics upon graduation from a cytotechnology program. These requirements will be satisfied either within the AC program or as prerequisite coursework prior to admission to the AC program.

**Early Childhood Development and Learning: Diverse Children and Families: Additional NYS Certification - Advanced Certificate**

**Program**

This program (Academic Plan: ECSEB2-AC) leads to a post-master's Advanced Certificate in Special Education: Early Childhood, Birth – Grade 2 consistent with regulations of the New York State Education Department. The program is designed for students with existing New York State certification in early childhood general education; it leads to an additional teaching certificate in students with disabilities birth to grade 2.

**Admission Requirements**

1. A master's degree in Early Childhood Education, Birth - Grade 2 from an accredited institution with a GPA of at least 3.5.
2. New York State initial, professional or permanent certification in Early Childhood Education, Birth – Grade 2.
3. A personal statement.
4. A recommendation from a supervisor or academic professor.
Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 20 cr.

Academic Plan - ECSEB2-AC

Credits - 20

SPEDE 76800 - Fostering Development in Young Children with Diverse Abilities: Historical, Political, and Inclusive Perspectives

This course explores the variability of development in infants and young children, and related developmental promotion approaches, through a lens of cultural, linguistic, and ability diversity. Functional developmental competencies and the range of developmental consequences within specific diagnoses will be examined, including the implications for supporting learning and development in classrooms, homes, and communities. The evolution of laws, regulations, and inclusive practices to current early intervention and early childhood special education recommended practices will be situated within this developmental framework.

prereq or coreq: ECF 700 (for Program 1 students only)
Hours Includes 5 hrs field experience,
Credits 3

SPEDE 76900 - Evaluation, Assessment, and Program Planning for Infants and Young Children with Special Needs (KC)

Developmentally appropriate and recommended practices for assessing the development and learning of young children from infancy through age 7 years (second grade) and identifying family strengths and supports. Application of tools, observations, and discussions with informed others to make decisions in screening, evaluation and program planning will be explored within a transdisciplinary team. Students must receive a grade of B or better.

prereq or coreq: ECF 700 and ECC 703 (for Program 1 students only); and SPEDE 768
Hours Includes 15 hrs field experience,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77051 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)**

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods.

*prereq: By permission
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs**

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

*prereq: SPEDE 768 OR SPED 700
Hours Includes 5 hrs of field experience
Credits 3 cr

**SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)**

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.

*prereq: SPEDE 77000 and SPEDE 77200 (for all programs); and ECC 70400 or ECC 70900 (for Program 1 students only)
Hours 3 hrs: includes 5 hrs field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77600 - Introductory Field Experience in Early Childhood Special Education (KC)**

Preparatory experience in a program supporting young children with diverse abilities; emphasis on what it means to be an early intervention/early childhood special education professional; One field placement of 10 days in a Kindergarten
or Grade 1 or 2 setting.

prereq: ECC 71200 (for Program 1 students only)  
prereq or coreq: SPEDE 77000  
Hours 2 hrs.  
Credits 2 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPEDE 77951 - Practicum in Early Childhood Special Education (KC)**

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq: By permission  
Hours 3 hrs  
Credits 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**Exit Requirements**

1. An overall GPA of 3.0.  
2. Completion of the Dignity for All Students Act (DASA) workshop.

**Early Childhood Education: Additional NYS Certification - Advanced Certificate**

This post-master's, advanced certificate program (ECEB2-AC) provides teachers who already possess New York State teaching certification in Childhood Education Grades 1-6 the additional coursework required for an additional teaching certificate in Early Childhood Education Birth to Grade 2.

**Admissions Requirements**

1. A master's degree from an accredited institution with a GPA of at least 3.5.  
2. NYS certification in Childhood Education Grades 1-6 or Pre-K-6 education.  
3. A personal statement.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 17 cr.

Academic Plan: ECEB2-AC

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

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

*Credits* 3

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

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

*prereq: ECF 70000*

*Hours* 45 hrs

*Credits* 3

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000*

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

*Credits* 3

**ECC 70500 - Language and Literacy: Birth through Kindergarten**
Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

prereq or coreq: ECF 70000  
Hours 45 hrs  
Credits 3

**ECC 70700 - Language and Literacy: English Language Learners**

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

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

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

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

prereq: ECC 70300  
prereq or coreq: ECF 70200  
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels  
Credits 3

**ECC 71800 - Early Childhood Student Teaching (KC)**

This is a college supervised experience and is offered during the regular academic year and in the summer to facilitate the opportunity for practice at a different age/grade level than ECC 71700. This course has two key components: (1) a minimum of 30-days of student teaching in Pre-K, or grades 1-2 and; (2) biweekly seminar (15 hours).

prereq: ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200  
Hours Bi-weekly seminar (15 hrs)  
Credits 1

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**Exit Requirements**

1. An overall GPA of 3.0.  
2. A grade of at least B in classes with clinical fieldwork hours (ECF 70000 and ECC 71800).  
3. Must maintain a valid and appropriate NYS certification.  
4. Complete the Dignity for All Students Act (DASA) workshop.
Educational Leadership: School District Leader - Advanced Certificate

Program

This post-master's, advanced certificate program (Academic Plan: SDL-AC) is designed to prepare NYS certified administrators with SBL or SAS certification for roles in administration and supervision at the school district level. Graduates of this program are eligible for NYS certification in School District Leader.

Admissions Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 48 graduate credits completed prior to enrollment.
3. Proof of NYS certification in School Building Leader or School Administrator/Supervisor.
4. Two professional references.
5. A personal statement.
6. An on-site interview and writing sample may be requested by the program.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 12 cr.

Academic Plan: SCDTL-AC

ADSUP 72100 - Legal Issues, Finance, Facilities and Operations

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.
ADSUP 74100 - School District Leadership: Problems and Issues

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

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

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

Exit Requirements

1. An overall GPA of 3.0.
2. A grade of at least B in each of the three courses.
3. A valid and appropriate NYS certification.
4. Passing result on the New York State School District Leader assessment as required by NYSED.
5. Complete the Dignity for All Students Act (DASA) workshop.

Program Adviser

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Geographic Information Systems Certificate

The Post-Baccalaureate Certificate Program in Geographic Information Systems was established in 2001 to meet the demand for people with expertise in GIS. The GIS Certificate program is a 15-credit post-baccalaureate professional program that offers advanced training in Geographic Information Science (GIS). Students are required to take five graduate-level GIS classes including GTECH 71000 - Concepts and Theories in GeoInformatics, GTECH 73200 - Advanced GeoInformatics, and three other GTECH or related courses. Students are strongly urged to include GTECH 70900 - Introduction to Geographic Information Systems in their list of courses. Those interested in GIS development are encouraged to take two programming-oriented classes (GTECH 73100 - GeoComputation I and GTECH 73300 - GeoComputation II). Students planning a career in GIS applications are encouraged to choose from the wide range of applications courses. Students interested in remote sensing may take the sequence of GTECH 71200 - Remote Sensing of Environment through GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing courses and those interested in cartography and geovisualization may take GTECH 72100 - Introduction to Cartographic Design and Geovisualization and GTECH 72200 - Advanced Topics in GeoVisualization. Courses taken to fulfill the requirements of the GIS certificate program may also count towards fulfillment of the Geography MA degree. This happens automatically for GIS certificate students who concurrently enroll as MA students. For students who enroll in the GIS certificate program prior to enrolling in the MA program, the student must request the transfer of credits. The GIS Certificate program does not accept transfer credits to satisfy the minimum 15 credits required for the program. As the GIS certificate program is a non-degree program, GIS certificate students are considered "non-matriculated."

Enrollment in the GIS certificate program does not guarantee eligibility for financial aid or for a student visa. For more information contact the United States Citizenship and Immigration Services (http://www.uscis.gov/portal/site/uscis).

Admission Requirements

For applicants who are currently matriculated and in good standing in a graduate-degree program at Hunter College, there is one requirement to be considered for admission: The student must have passed a college-level statistics course that covers hypothesis testing and simple statistical modeling techniques. All other applicants must meet the following minimum requirements in order to be considered:

1. The student must hold a bachelor's degree from a regionally accredited institution, comparable in standard and content to a bachelor's degree from Hunter College.
2. The student must demonstrate the ability to pursue graduate work successfully. In general, the minimum requirements for consideration are a B-minus average in the undergraduate record as a whole and a B average in the major.
3. The student must have taken a college-level statistics course which covers basics such as hypothesis testing and simple statistical modeling techniques.

Requirements for the Certificate

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

Required Courses (6 cr.)

GTECH 70900 - Introduction to Geographic Information Systems

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

Hours 4
Material Fee: $15.00

**GTECH 73200 - Advanced GeoInformatics**

Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in GeoInformatics, including data models, algorithms, GIS analysis and scripting.

*prereq: GTECH 70900 and GTECH 71000
Hours 45 hrs including conference,
Credits 3 cr*

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

**Elective Courses (9 cr.)**

**GTECH 70200 - Quantitative Methods in Geography**

Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

*prereq: Permission by instructor
Hours 3 hrs
Credits 3 cr.*

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GTECH 70500 - Spatial Data Analysis**

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

*prereq: one course in statistics and permission of the instructor
Hours 60 hrs including conference (2 lectures, 2 labs),
Credits 3 cr
GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.*

Material Fee: $15

**GTECH 71000 - Concepts and Theories in GeoInformatics**
Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

coreq: Departmental permission required
Hours 3
Credits 3
fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:$ 15

GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor
Hours 60 hours (2 lecture and 2 hour labs weekly),
Credits 3 cr
GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:$ 15

GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra
Hours 6
Credits 3 cr
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.
Material fee: $15.00

GTECH 72100 - Introduction to Cartographic Design and Geovisualization

This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.
Material Fee: $15

GTECH 72200 - Advanced Topics in GeoVisualization
This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

prereq: GTECH 70900  
Hours 4 hrs  
Credits 3 cr.

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73100 - GeoComputation I

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

prereq: GTECH 70900  
Hours 4 hrs.  
Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73300 - GeoComputation 2

Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programed. Emphasis is on an object-based computational paradigm and spatial data structures.

prereq: GTECH 73100 and GTECH 73200  
Hours 4 (2 lecture, 2 lab)  
Credits 3

Spring 2022 Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 785XX - Special Topics in GIS

GIS Applications in various fields such as Social Geography, Urban Geography, and more.

prereq: GTECH 71000 or equivalent or permission of the department  
Hours 3  
Credits 3

Requirements for the Degree Program:

1. Five graduate-level GIS classes as listed above.
2. 6 crs. for the two required courses.
3. 9 crs. for three electives.
Minimum GPA Requirement

3.0 average or better on all core and elective courses. Additional elective courses may be added to this list or may be used as substitutes with the approval of the GIS Certificate adviser.

Application Deadline

- For fall semester: July 1 (April 1 for international students)
- For spring semester: January 1 (November 1 for international students)

Program

Gifted Education Extension - Advanced Certificate

Program

This advanced certificate program (Academic Plan: GIFTD-AC) is designed to provide educators with a solid background of expertise in gifted education, enabling them to work effectively with exceptionally capable learners, and to take leadership roles in the field. In addition to satisfying NYS certification requirements for 12 credits of coursework and field hours for the Gifted Extension certificate*, successful completion of this program will result in an advanced certificate degree in Gifted Education and an institutional recommendation for the Gifted Extension certificate.

*NYS certification in Gifted Extension requires a valid base NYS teacher certification and a passing score on the Gifted Content Specialty Test (CST).

Admission Requirements

1. NYS teacher certification and a minimum of 15 credits of graduate study (master's degree preferred) in education for a specific school population, with at least one course in human development (including child or adolescent development).
2. A GPA of at least 3.5 in graduate courses.
3. Two letters of recommendation from appropriate professional or academic sources.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
Students who receive a grade of F or WU in key program courses may not continue in the program.

Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 12 cr.

Academic Plan: GIFTD-AC

**SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity**

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

*Cross-listed* (Cross-listed with CEDF 75300.)
*Hours* 45 hrs includes 10 hrs field experience
*Credits* 3 cr

**SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners**

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

*Cross-listed* (Cross-listed with CEDF 75400.)
*Hours* Includes 10 hrs field experience
*Credits* 3 cr

**SPED 75500 - Assessment and Instruction for Diversely Gifted Learners**

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

*Cross-listed* (Cross-listed with CEDC 755.)
*prereq or coreq:* SPED 75300 and SPED 75400
*Hours* Includes 20 hrs field experience

**SPED 75600 - Professional Discourse and Leadership in Gifted Education**

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.
Cross-listed ADSUP 75600, CEDC 75600, CEDF 75600
prereq or coreq: SPED 75300 and SPED 75400
Hours Includes 10 hrs field experience

Exit Requirements

1. An overall GPA of 3.0.
2. No course grade below B.
3. Maintain a valid and appropriate NYS certification.
4. Complete the Dignity for All Students Act (DASA) workshop.

Program Adviser

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Medical Laboratory Technology: Advanced Certificate

Program

The Post-baccalaureate Certificate in Medical Technology 15-credit course of study was developed within the Medical Laboratory Sciences (MLS) Department to help meet the increasing demand for qualified, licensed medical technologists. It provides an opportunity for students with degrees in chemistry, biology, or the physical sciences to meet licensing standards without having to acquire a second baccalaureate degree. An accelerated path, this program can be completed in 12-13 months, and, if followed by successful completion of the licensure examination, allows immediate entry to the profession. Visit the program website for crucial information prior to application.

Admission Requirements

- A baccalaureate degree in the biological, chemical, or physical sciences.
- Completion of certain pre-requisite courses: general biology (or anatomy and physiology), general chemistry
- Achievement of a minimum GPA of 3.0 in the degree and the pre-requisite courses

Requirements for the Certificate

Admission to and completion of the AC is a competitive and demanding process. Students enrolled in the certificate program take MLS 60000 in Summer Session I. Upon successful completion they are assigned to a clinical affiliate beginning on August 1st for 10 months of full time clinical training divided into 2-month rotations. The curriculum is as follows:

Required Courses
MLS 60000 - Fundamental Concepts and Techniques in the Medical Laboratory

Function of the medical laboratory, data analysis and operation of basic laboratory equipment. Approximately 1-2 informal laboratory hours are required to practice the use of equipment. Mastery of additional content and an independent project are required of graduate students. 

This course is cross-listed with MLS 30000.

prereq: BIOL 10000, 10200, CHEM 10200, 10300, 10400, 10500 or equiv. and admission to the post-baccalaureate certificate program in Medical Laboratory Technology

Hours 3 (2 lecture, 1 lab)

Credits 3

MLS 61000 - Clinical Practicum in Medical Laboratory Technology I

This course (and MLS 62000) comprise the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology

Credits 6

MLS 62000 - Clinical Practicum in Medical Laboratory Technology II

This course (with MLS 61000) provides training in the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology

Credits 6

Contact

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Mental Health Counseling - Advanced Certificate

This advanced certificate program will allow graduates from our Rehabilitation Counseling program to acquire additional knowledge and training in Mental Health Counseling, which will make them eligible for the Licensed Mental Health Counselor (LMHC) credential in New York State.

Admission Requirements:
1. Be a graduate of Hunter's master's degree in Clinical Rehabilitation Counseling (or Rehabilitation Counseling, as it was formally titled).
2. Complete an application to the certificate program and include 2 recommendations from counseling faculty.

* NOTE: Students who completed the Clinical Rehabilitation Counseling master's degree program at Hunter are eligible to have certain of the credits completed transfer into this certificate program should they choose to apply and are admitted. (e.g. COUNM 71600, 71700, and/or 72000)

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan: MENHC-AC

Credits Required: 17

**COUNM 71600 - Foundations of Mental Health Counseling**

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

*prereq or coreq: DSM-IV Workshop

Credits 3

**COUNM 71700 - Psychopathology: Diagnosis and Treatment**

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

*Hours 45

Credits 3*
COUNM 72000 - Mental Health Counseling: Program Development and Evaluation

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

prereq or coreq: COUNM 71600 and COUNM 71700
Hours 45
Credits 3

COUNM 72500 - Internship in Mental Health Counseling I (KC)

This course and fieldwork is a continued experience in applying techniques of mental health counseling with selected populations in a variety of settings. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. This course is designed for students to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COUNM 71800 and COUNM 71900
prereq or coreq: COUNM 71700
Hours 3 + clinical fieldwork
Credits 4.0

COUNM 72600 - Internship in Mental Health Counseling II (KC)

The second part of the mental health counseling internship follows COUNM 72500 Internship in Mental Health Counseling I. This course is designed for students to continue to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COUNM 72500
Hours 3 + fieldwork
Credits 4.0

Exit Requirement

1. A cumulative GPA of 3.0 or better.
Nursing: Psychiatric Mental Health Nurse Practitioner Advanced Certificate

Program Outline - 27-36 cr.

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

*coreq: NURS 70000
Hours 15 hours
Credits 1 cr.*

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

*coreq: NURS 70000
Hours 15 hours
Credits 1 cr.*

**NURS 74600 - Epidemiology of behavioral health and community mental health**

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

*Hours 15 hrs.
Credits 1 cr.*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.*
NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.
**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.
NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

Prerequisite: NURS 78200

Hours 22.5 hours – Seminar, 315 hours - Clinical

Credits 4.5 cr.

Note: (*) NURS 71700, NURS 75000, NURS 75100 may be waived based on equivalent prior coursework.

Program

The Hunter-Bellevue School of Nursing offers a post graduate advanced certificate program in psychiatric nursing. It is open to currently licensed New York State registered nurses who hold a master's degree in nursing from an accredited program. This specialization prepares nurses for roles as advanced practice registered nurses delivering psychiatric and mental health services. Psychiatric/mental health practitioners provide mental health treatment, preventive services, consultation and leadership in hospitals, clinics, community settings and private practice. Through classwork and 600 hours of supervised clinical experience, students learn to provide these services autonomously and in collaboration with other mental health professionals. Graduates of this program meet the educational requirements for national board certification by the American Nurses Credentialing Center. They are also eligible for New York State NP certification. International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Program Adviser

Christine Anne Ganzer
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Nutrition: Dietetic Internship (DI) Advanced Certificate

Prerequisite Requirements

Completion of an ACEND accredited undergraduate or graduate Didactic Program.

Nutrition Experiential Practice Courses (12 credits)

NUTR 70000 - Seminar in Dietetics Practice
Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

*Open to dietetic internship (DI) students only.*

**NUTR 70100 - Pre-Professional Practice in Dietetics: Clinical**

Supervised externship in clinical dietetics and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70200 - Pre-Professional Practice in Dietetics: Food Service**

Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70300 - Pre-Professional Practice in Dietetics: Community**

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

*Credits 3
Open to DI students only.*

**Psychology of Animal Behavior & Conservation Certificate**

The Department of Psychology offers a Certificate Program in the Advanced Psychology of Animal Behavior & Conservation (ABC) registered with the New York State Education Department. The ABC certificate provides formal recognition of the training in ABC for students who already possess a baccalaureate or graduate degree in another area and, by virtue of prior educational or practical experience in animal behavior and conservation, are qualified for the additional training described in this program.

Courses are scheduled so that the certificate requirements can be completed within two years. All required, and most other courses, are offered after 5:30 PM enabling students to complete the requirements for the certificate while working.

**Requirements**

Students are required to complete at least 15 credits in the ABC area required for the MA in Animal Behavior & Conservation. Although a thesis is not required for non-degree students, the ability to conduct research in the ABC area must be demonstrated either through prior experience or completion of a research project while in the Certificate Program. Students who do not have an adequate background in statistics and/or research methodology will be required to take such courses in addition to those required for the Certificate.

**PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)**

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.
**Hours 3 hrs including conference**
**Credits 3 cr.**
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)**

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

**Hours 3 hrs including conference.**
**Credits 3 cr.**
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Plus three additional ABC-related courses (9 credits)—see listing of courses for the MA in Animal Behavior & Conservation.

**Special Education: Severe and Multiple Disabilities Annotation Extension - Advanced Certificate**

**Program Coordinator**

L. Beth Brady  
929 West Building  
(212) 772-4229  
lbrady@hunter.cuny.edu

This post-master's, advanced certificate program (Academic Plan: SPEDSMD-AC) is designed to prepare NYS certified teachers to serve as teachers of students with severe and multiple disabilities, including those with deafblindness, in educational programs from birth to grade 12. Graduates of this program will be eligible for NYS annotation extension certification in Severe and Multiple Disabilities.

**Admission Requirements**

1. A master's degree in Special Education with a GPA of at least 3.5 in the degree that led to certification.
2. Initial, professional or permanent New York State certification in:
   - Early Childhood Special Education, Birth – Grade 2;
   - Students with Disabilities, Grades 1 – 6;
   - Students with Disabilities, Grades 7 - 12;
   - Blind and Visually Impaired;
   - Deaf and Hard of Hearing; or
   - Teacher of Students with Speech and Language Disabilities PreK-12.
3. A personal statement that will be reviewed by a member of the department.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 19 cr.

**Academic Plan: SPEDSMD-AC**

**SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)**

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.

*prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr.*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)**

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum- based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

*prereq or coreq: SPED 70000, SPED 79000
Hours Includes 15 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness**
Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800

Hours Includes 15 hrs of field experience
Credits 3 cr

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

prereq: SPED 70000

Hours includes 10 hrs of field experience, 30 hrs
Credits 2 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100

Hours (includes 10 hours of field experience),
Credits 3 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience
Credits 3

SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3 (KC)
Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching.
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6 (KC)

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus 20 days of student teaching.
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. A grade of at least B in classes based upon fieldwork/clinical teaching.
3. Completion of the Dignity for All Students Act (DASA) workshop.
4. A valid and appropriate NYS certification.

TESOL Pre-K-12: NYS Certification - Advanced Certificate

The TESOL post-masters, advanced certificate programs are designed to educate people who wish to teach students for whom English is a second or foreign language – either children or adolescents. The skill of teaching English to speakers of other languages is acquired through studying specialized methods and techniques that differ from those used by teachers of English to native speakers. This preparation is the focus of the programs in TESOL which also lead to certification in ESOL PreK-12.

- Program 1 (Academic Plan: TESOL-AC) is for those with a master's or doctoral degree in TESOL, Linguistics or Applied Linguistics with no prior NYS certification.
- Program 2 (Academic Plan: TESFESL-AC) is for those with a master's degree and prior NYS certification.

Admission Requirements
Program 1: For applicants who do not hold NYS certification

1. A master's degree or doctoral degree from an accredited institution in TESOL, Linguistics, or Applied Linguistics, including specific coursework (of at least 3 credits each) in TESOL Methodology, Introduction to Linguistics, Analysis and Structure of English, Theories of Second Language Acquisition, and Sociolinguistics or Pragmatics. Any applicant lacking up to 8 credits of these pre-requisite content courses or fieldwork hours may be accepted into the program on the condition that they complete these credits before they begin their Student Teaching or Practicum requirement in the program.

2. Undergraduate GPA of at least 3.0 from an accredited bachelor's degree program; or a graduate GPA of at least 3.5 from an accredited master's or doctoral degree program in TESOL, Applied Linguistics, or Linguistics.

3. A liberal arts or sciences major of at least 30 credits.

4. A general education core in liberal arts and sciences to include: 12 credits of foreign language documented on a transcript or equivalent credits as demonstrated through a standardized proficiency test like the College Level Examination Program (CLEP); 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography); 3 credits in the arts; and 12 credits in math, science and technology (a college course in calculus satisfies 6 credits of this requirement).

5. An on-site oral interview and an on-site writing sample may be required.

6. Two professional references.

7. A personal statement, explaining why the applicant is interested in obtaining PreK-12 certification in TESOL.

8. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree.

Program 2: For students with prior NYS certification

1. A master's degree from an accredited institution with a GPA of at least 3.0

2. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 12 credits in a language other than English at the college level, 6 credits in social studies (with at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

3. Two professional references.

4. A personal statement.

5. An on-site oral interview and an on-site writing sample may be required.

6. NYS initial certification in one of the following areas: early childhood, childhood, middle childhood, or adolescent education; special subjects; students with disabilities; or literacy.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study
Academic Plans:

(Program 1) TESOL-AC

(Program 2) TESFESL-AC

Program 1 - (15-27 cr.)

For students who do not hold NYS certification

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

**CEDF 71300 - Child and Adolescent Development**

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

*Hours 3 hrs
Credits 3 cr*

**EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)**

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

*Hours 3
Credits 3
Required for students in Program Two and Program Three (Adult Program).*

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)**

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.
This course requires 30 hours of field experiences.

**prereq:** LING 70300, EDESL 78300 or permission of TESOL adviser

**Hours** 3 hrs
**Credits** 3 cr

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**EDESL 79200 - Second Language Literacy and Technology**

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

**prereq:** LING 70300; LING 77300; EDESL 78300

**Hours** 3 hrs
**Credits** 3 cr

Required of students in both Pre- K–12 Programs One and Two; elective for students in the Adult Program.

**EDESL 79100 - Language Assessment in TESOL**

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

**prereq:** LING 70300, EDESL 78300

**prereq or coreq:** LING 77300, LING 70400

**Hours** 45 hrs,
**Credits** 3 cr

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

**Cross-listed SPED 308**

**prereq:** SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100

**prereq or coreq:** SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

**Hours** 45
**Credits** 3

**EDESL 75200 - Supervised Teaching 1 (KC)**
One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.

**prereq:** Completion of 24 credits or permission of TESOL adviser

**Hours** 3 hrs  
**Credits** 3 cr

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**EDESL 75300 - Supervised Teaching 2 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

**prereq:** EDESL 75200

**Hours** 3 hrs  
**Credits** 3 cr

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**Program 2 - (18 cr.)**

For students with who hold NYS certification

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

**Hours** includes 5 hrs of fieldwork  
**Credits** 3 cr

**EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)**

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

**Hours** 3  
**Credits** 3  
*Required for students in Program Two and Program Three (Adult Program).*
EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills. This course requires 30 hours of field experiences.

prereq: LING 70300, EDESL 78300 or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr

EDESL 75300 - Supervised Teaching 2 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

prereq: EDESL 75200
Hours 3 hrs
Credits 3 cr

LING 77300 - Instructed Second Language Acquisition (KC)

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

prereq or coreq: EDESL 78300; LING 70300
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
LING 70300 - Analysis and Structure of English I

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.

Requires 15 hours of field experience.

Prereq or coreq: EDESL 78300
Hours 3 hrs
Credits 3 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. A passing score on the e-portfolio requirement.
4. A grade of at least a B in fieldwork/clinical teaching classes.
5. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Biology - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Biology in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Biology 7-12. The master's program (Academic Plan: BIOAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: BIOAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 21 credits in biology to include a year of introductory biology with laboratory and a semester of organic chemistry (lecture only).
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate
1. An undergraduate major of at least 30 credits in biology and a master’s degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in introductory biology with laboratory and a semester of organic chemistry.

2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.

4. A personal statement.

5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: BIOAE-MA (41-44 cr.)
- Advanced Certificate: BIOAE-AC (26-27 cr.)

Education Courses - 26-27 cr.

For Advanced Certificate and Master's Degree Programs

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,
*Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12
The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

_Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr_

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

_prereq: SEDF 70400
_Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr_

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

_prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
_Hours 30 hrs, plus lab,
Credits 2 cr_

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

_Hours 45 hrs,
Credits 3 cr_

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

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they
explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

**prereq or coreq:** SEDF 70400  
**Hours** 45 hrs,  
**Credits** 3 cr

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

**Hours** 15 hrs,  
**Credits** 1 cr

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

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

**prereq:** SEDC 71300  
**prereq or coreq:** SEDF 70500  
**Hours** 30 hrs fieldwork  
**Credits** 2

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

**Cross-listed SEDC 34100**  
**coreq:** SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500  
**Hours** 15 hours of seminar; 48 hours of fieldwork  
**Credits** 1

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*
SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308  
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100  
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900  
Hours 45  
Credits 3

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

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400  
Hours 45; 60 days student teaching plus workshops and conferences,  
Credits 5

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SEDC 77421 - Practicum in Biology, Grades 10-12 (KC)

Hunter College-supervised practicum for teachers of biology in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

prereq: SEDC 72400  
Hours 30 hrs plus conferences,  
Credits 2 cr

Students who take SEDC 77421 must also take SEDC 77411.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

Biology Courses - 15-17 cr.
For Master's Degree Program Only

BIOL 61055 - Laboratory Workshop in Biology Education

A series of laboratory-intensive experimental projects, each lasting one week or more, which introduce current research techniques and include individual participation in planning, preparation, and analysis of experiments. The focus is on broad biotechnology topics such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics, and how these topics may be applied to the high school science classroom.

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

BIOL 63000 - Science and Society

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

prereq: BIOL 61055 or permission of instructor

Category A:

For students who have completed molecular biology and molecular genetics at the undergraduate level. Choose one:

BIOL 70005 - Genetics

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

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
Credits 4 cr
fall only

BIOL 71013 - Molecular Biology Lecture

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

prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
fall only

BIOL 71401 - Cell Biology
In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

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

\textbf{BIOL 75003 - Developmental Biology}

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

\textit{prereq or coreq: BIOL 71013 and BIOL 71401}
\textit{Hours 60 lec,}
\textit{Credits 4 cr}
\textit{Spring only}

Category B:

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

\textbf{BIOL 60000 - Molecular Biology for Science Teachers}

Molecular aspects of cellular function; properties of biomolecules, their biosynthesis and breakdown; structure and function of proteins and enzymes, metabolites, membranes, and nucleic acids; cellular mechanisms of energy transduction; integration and control of cell metabolism.

\textit{prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.}
\textit{Fall only}

\textbf{BIOL 60210 - Molecular Genetics for Science Teachers}

A comparison of viral, procaryotic, and eucaryotic systems; review of classical Mendelian principles and mechanisms; bacterial DNA replication, transcription, and their control; mechanisms of gene mutation, repair, recombination, and transposition; applications of recombinant DNA technology; organization of nucleic acid into chromosomes; control of gene expression in procaryotes, in the eucaryotic cell cycle, and in cell development.

\textit{prereq: BIOL 60000 or equivalent and permission of instructor}
\textit{Spring only}

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.
Adolescent Chemistry - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Chemistry in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Chemistry 7-12. The master's program (Academic Plan: CHEAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: CHEAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 29 credits in science and mathematics to include two years of chemistry (one year general chemistry with laboratory and one year organic chemistry with laboratory), one year of introductory physics with laboratory, and one semester of calculus.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in chemistry and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in introductory chemistry with laboratory, one year of introductory physics with laboratory, and one semester of calculus.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: CHEAE-MA (41-44 cr.)
- Advanced Certificate: CHEAE-AC (26-27 cr.)

Education Courses- 26-27 cr.

For Advanced Certificate and Master's Degree Programs

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500  
coreq: One of the following must be a Co-req:*

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 774.22; SEDC 774.23; SEDC 774.12; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 773; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab,  
Credits 2 cr*

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,  
Credits 3 cr*

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

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

*prereq or coreq: SEDF 70400  
Hours 45 hrs,  
Credits 3 cr*

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,  
Credits 1 cr*
SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
SED C 75402 - Student Teaching in Chemistry, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SED C 77422 - Practicum in Chemistry, Grades 10–12 (KC)

Supervised practicum for teachers of chemistry in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr
Students who take SEDC 77422 must also take SEDC 77412.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Chemistry Courses - minimum 15 cr.

For Master's Degree Program Only

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

Credits 3 cr

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.
CHEM 65000 - Biophysical Chemistry

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

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

Adolescent Earth Science - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Earth Science in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Earth Science 7-12. The master's program (Academic Plan: ESCAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: ESCAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A major of at least 30 credits in the liberal arts or sciences.
3. At least 21 credits in geology, physical geography, earth science, or environmental science, including geographic techniques.
4. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
5. Two professional references.
6. A personal statement.
7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate
1. An undergraduate major of at least 30 credits in earth science and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in introductory earth science with laboratory, one of introductory physics with laboratory, and one semester of calculus.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: ESCAE-MA (42-44 cr.)
- Advanced Certificate: ESCAE-AC (26-27 cr.)

Education Courses - 26-27 cr.

For Advanced Certificate and Master’s Degree Programs

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

Hours 45 hrs,
Credits 3 cr
**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,*

*Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400*

*Hours 30 hrs, plus 36 hrs fieldwork,*

*Credits 2 cr*

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500*

*coreq: One of the following must be a Co-req:*

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab,*

*Credits 2 cr*

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,*

*Credits 3 cr*

**SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science**
Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

**prereq or coreq:** SEDF 70400  
**Hours 45 hrs,**  
**Credits 3 cr**

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

**Hours 15 hrs,**  
**Credits 1 cr**

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

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

**prereq:** SEDC 71300  
**prereq or coreq:** SEDF 70500  
**Hours 30 hrs fieldwork**  
**Credits 2**

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

*Cross-listed SEDC 34100  
*coreq:** SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500  
**Hours 15 hours of seminar; 48 hours of fieldwork**  
**Credits 1**

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308*

**prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100**

**prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900**

**Hours 45**

**Credits 3**

**SEDC 75404 - Student Teaching in Earth Science, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq: SEDC 72400**

**prereq or coreq: SEDF 70600**

**Hours 45; 60 days student teaching plus workshops and conferences,**

**Credits 5**

*This Key Course requires a grade of B or better to pass.*

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 77424 - Practicum in Earth Science, Grades 10–12 (KC)**

Hunter College-supervised practicum for teachers of earth science in grades 10–12 in a New York City school.
Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 77424** must also take SEDC 77414.

**prereq: SEDC 72400**

**Hours 30 hrs plus conferences,**

**Credits 2 cr**

*This Key Course requires a grade of B or better to pass.*

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
Earth Science Courses - 16 cr.

For Master's Degree Program Only

PGEOG 70563 - Earth Science Today

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

Hours 45 hrs including conference,
Credits 3 cr
Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

GTECH 71000 - Concepts and Theories in GeoInformatics

Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

coreq: Departmental permission required
Hours 3
Credits 3
Fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:$15

PGEOG 63000 - Science and Society

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

Hours 45 hrs including conference,
Credits 3 cr
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - Challenging Concepts in Earth Science: Using Research to Identify Common Misconceptions and Assess Student Learning

Overview of research and theory related to misconceptions in the earth sciences. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA-TEP degree.
Hours 45 hrs, including conferences,
Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

- One elective chosen from 600- or 700-level courses with a PEGOG or GTECH prefix, 3 or 4 cr.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent English - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach English in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in English Language Arts 7-12. The master's program (Academic Plan: ENGAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: ENGAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 21 credits of advanced courses in British, American or World Literature written in English (no more than 3 credits of the latter).
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Students must submit a writing sample of about 10 pages (preferably an undergraduate research paper of literary criticism).
5. Two references (preferably including at least one academic reference).
6. A personal statement.
7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in English, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: ENGAE-MA (50-51 cr.)
- Advanced Certificate: ENGAE-AC (26-27 cr.)

Education Courses - 26-27 cr.

For Advanced Certificate and Master's Degree Programs

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

Hours 45 hrs, Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500
coreq: One of the following must be a Co-req:*
SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,
Credits 3 cr

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

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.
prereq or coreq: SEDF 70400

Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

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

Methodology that facilitates the learning of English language arts for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticisms. These presentations will be videotaped for further self-analysis at home. New York State and city teaching standards will be applied throughout the course.

prereq: SEDC 71100
prereq or coreq: SEDF 70500

Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500

Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

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

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77120 - Practicum in English, Grades 10–12 (KC)

Supervised practicum for teachers of English in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77120 must also take SEDC 77110.

prereq: SEDC 72100
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

English Courses - 24 cr.

For Master's Degree Program Only
- **Literature**: Eighteen credits in literature courses given by the English department, including 3 credits in Shakespeare, 3 credits in literature with a multicultural/minority emphasis, 3 credits in American literature.

**ENGL 60700 - English Linguistics**

Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

*Hours 3*  
*Credits 3*

**ENGL 61500 - Rhetoric and Composition**

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

*Hours 3*  
*Credits 3*

**Exit Requirements**

1. An overall GPA of 3.0.  
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.  
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.  
4. Complete the Dignity for All Students Act (DASA) workshop.

**Adolescent French - MA / Advanced Certificate**

The master's and advanced certificate programs prepare candidates to teach French in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in French 7-12.

The master's program (Academic Plan: FRENCA-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: FRENCA-AC) is a post-master's program for applicants with no prior NYS certificate.

**Admission Requirements**

**Master's Degree**

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 3.0 and a major in French with a grade point average of 3.0, with a minimum of 18 credits in French and Francophone literature above the intermediate level.  
   -or-
2. Applicants who do not have a French major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits may take a French literature exam designed and administered by the Department of Romance Languages. Candidates must achieve a passing score on the department's test of French literature, which will be graded by the department.

-PLUS (for all applicants)-

3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

4. Two professional references to be included with the application for matriculation.

5. An essay to be completed as part of the application for matriculation.


7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in French, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.

2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.

4. A personal statement.


6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: FRENAE-MA
Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.
prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

Hours 30 hrs, plus lab.
Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

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

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

prereq or coreq: SEDF 70400

Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

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

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.
prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

- Take Either -

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

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom
instruction and management.

**prereq:** SEDC 72200  
**prereq or coreq:** SEDF 70600  
**Hours:** 45 days student teaching plus workshops and conferences  
**Credits:** 5

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

- Or -

**SEDC 77211 - Practicum in French, Grades 7–9 (KC)**

Supervised practicum for teachers of French in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77211 must also take SEDC 77221.

**prereq:** SEDC 72200  
**prereq or coreq:** SEDF 70600  
**Hours:** 45 hours plus conferences  
**Credits:** 3

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

- Plus -

**SEDC 77221 - Practicum in French, Grades 10–12 (KC)**

Supervised practicum for teachers of French in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77221 must also take SEDC 77211.

**prereq:** SEDC 72200  
**Hours:** 30 hrs plus conferences  
**Credits:** 2 cr

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**French Courses**

**For Master's Degree Program Only**

Six 700-level courses in French and Francophone Literature (18 Credits)
Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in French administered by the Romance Languages department.
4. Master's degree students must pass a second language exam administered by the Romance Languages department.
5. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Italian - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Italian in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Italian 7-12.

The master's program (Academic Plan: ITALAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: ITAAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 and a major in Italian of at least 30 credits in Italian with a grade point average of 3.0 with a minimum of 18 credits in upper-level Italian literature (not to include courses in civilization/culture, linguistics or advanced language).
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in Italian, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due toIncomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: ITALAE-MA
- Advanced Certificate: ITAAE-AC

Total Credits

- ITALAE-MA: 47-48
- ITAAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs*,
*Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12
The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500*
*coreq: One of the following must be a Co-req:*

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab,*
*Credits 2 cr*

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,*
*Credits 3 cr*

**SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12**
Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

*prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr*

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,
Credits 1 cr*

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

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

*Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1*

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

- Take either -

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

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Or

SEDC 77212 - Practicum in Italian, Grades 7–9 (KC)

Supervised practicum for teachers of Italian in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77212 must also take SEDC 77222.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- Plus -

SED C 77222 - Practicum in Italian, Grades 10–12 (KC)

Supervised practicum for teachers of Italian in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77222 must also take SEDC 77212.

Prereq: SEDC 72200

Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

Italian Courses

For Master's Degree Program Only

21 Credits

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Latin - MA / Advanced Certificate

This program is offered with the Classical and Oriental Studies Department and is designed to serve individuals who do not have certification in the teaching of Latin. The applicant must be admitted by both the School of Education and the Classical and Oriental Studies Department.

The master's and advanced certificate programs prepare candidates to teach Latin in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Latin 7-12.

The master's program (Academic Plan: LATINAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: LATAE-AC) is a post-master's program for applicants with no prior NYS certificate.
Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. An index of at least 3.0 in an undergraduate major or the equivalent in Latin or classics. Students must have 30 credits of coursework in Latin.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. Minimum of 30 credits in Latin at the undergraduate and/or graduate level, and a master's degree in Classics, Latin, or Ancient Greek with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: LATINAE-MA
• Advanced Certificate: LATAE-AC
  Total Credits

• LATINAE-MA: 49-50
• LATAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

25-26 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,*
*Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.
prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04;
SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC
772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED
741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC
754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC
772.13; SEDC 772.23

Hours 30 hrs, plus lab.
Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or
LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

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

Familiarizes prospective teachers of grades 7–12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Close work with the design and evaluation of classroom lessons and materials in the context of national and state standards will be emphasized.

prereq: completion of 18 credits of graduate Latin courses
prereq or coreq: SEDF 70400

Hours 45 hrs, including conferences,
Credits 3
SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,
Credits 1 cr*

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

Familiarizes prospective teachers of grades 7–12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Innovative uses of technology, development of instructional units, individualizing for students with special needs, exploring aspects for a student-centered classroom will be emphasized.

*prereq: LATED 71200
prereq or coreq: SEDF 70500
Hours 2 hrs plus 36 hrs fieldwork,
Credits 2*

- Take either -

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

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program.

*prereq: LATED 71300
Hours 2 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr*

- Or -

LATED 74110 - Practicum in Latin, Grades 7-9

Supervised practicum in the teaching of Latin in grades 7–9. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 74110 must also take LATED 74120.

*prereq: LATED 71300
Hours 2 hrs plus conferences,
Credits 2 cr*
LATED 74120 - Practicum in Latin, Grades 10-12

Supervised practicum in the teaching of Latin in grades 10–12. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 74120 must also take LATED 74110.

prereq: LATED 71300
Hours 2 hrs plus conferences,
Credits 2 cr

Latin Courses

For Master's Degree Program Only

24 credits

- Latin 18 credits -

LAT 72700 - Speaking and Writing Latin

Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

LAT 71000 - Topics in Latin literature.

May be taken three times for credit.

- A. At least 3 credits from the following courses -

LAT 71100 - Literature of the Republic

Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

LAT 71200 - Literature of the Augustan Age

Selections from poetry and prose authors of the Augustan period.

LAT 71300 - Literature of the Empire

Selections from poetry and prose authors of the Imperial period.

- B. At least 3 credits from the following courses -

LAT 70500 - Caesar
Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

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

LAT 70600 - Cicero

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

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

LAT 70700 - Vergil

Selections from the Aeneid, Eclogues, and Georgics.

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

LAT 72500 - Ovid

Selections from the *Metamorphoses* and *Amores*.

LAT 72600 - Horace and Catullus

Selections.

- 6 additional credits from the courses in section A and/or B or LAT 708 or LAT 710 (LAT 708 and LAT 710 may each be taken up to 3 times total).

  - Classical Culture 6 credits -

CLA 70100 - The Legacy of Ancient Greece

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

*Hours 45 hrs, including conferences,*

*Credits 3 cr*

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

CLA 70200 - The Legacy of Ancient Rome

A survey of the culture and civilization of Rome from the founding of the city to the reign of Marcus Aurelius.

*Hours 45 hrs, including conferences,*

*Credits 3 cr*

See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.
CLA 70700 - A Survey of Classical Literature in Translation

CLA 70600 - Supervised Reading

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

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

Culminating Experiences

Comprehensive examination in Latin and Classical Culture: Classics Division

Professional teaching portfolio: School of Education

See Exit Criteria

Note(s)

Students who enter with initial or provisional certification in adolescent education in a language other than English will be required to take LATED 712, LATED 713, and either LATED 731 or two of the other student teaching/practicum courses that cover grades 7–9 and 10–12 (9–11 credits). Based on a transcript review by the School of Education, such students may be required to complete additional courses in the pedagogical sequence as well. The minimum number of credits for the degree for students who enter with certification in adolescent education is 39 credits. Students may be exempted from up to 6 credits based on prior equivalent course work.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Mathematics - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Mathematics in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Mathematics 7-12.

The master's program (Academic Plan: MATAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: MATAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements
Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. 24 or more credits in mathematics approved by the graduate mathematics adviser, including a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra. Applicants may be admitted on the condition that they complete up to 12 credits of additional course work in mathematics. A transcript review will determine which additional credits, if any, are needed.
3. A grade point average of at least 2.7 in mathematics courses.
4. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in mathematics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans
• Master's Degree: MATAE-MA
• Advanced Certificate: MATAE-AC

Total Credits

• MATAE-MA: 41-42
• MATAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance
outcome measures and alternative forms of assessment.

**prereq:** SEDF 70500

**coreq:** One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

**Hours** 30 hrs, plus lab,

**Credits** 2 cr

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

**Cross-listed SPED 308**

**prereq:** SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100

**prereq or coreq:** SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

**Hours** 45

**Credits** 3 cr

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

**Hours** 45 hrs,

**Credits** 3 cr

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

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

**prereq or coreq:** SEDF 70400

**Hours** 45 hrs,

**Credits** 3 cr
SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,  
Credits 1 cr

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

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71300  
prereq or coreq: SEDF 70500  
Hours 30 hrs fieldwork,  
Credits 2

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100  
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500  
Hours 15 hours of seminar; 48 hours of fieldwork  
Credits 1

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- Take Either -

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12 (KC)
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72300  
**prereq or coreq:** SEDF 70600  
**Hours:** 45; 60 days student teaching plus workshops and conferences  
**Credits:** 5

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

- Or -

**SEDC 77310 - Practicum in Mathematics, Grades 7–9 (KC)**

Supervised practicum for teachers of mathematics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77310 must also take SEDC 77320.

**prereq:** SEDC 72300  
**prereq or coreq:** SEDF 70600  
**Hours:** 45 hrs plus conferences  
**Credits:** 3

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

- Plus -

**SEDC 77320 - Practicum in Mathematics, Grades 10-12 (KC)**

Supervised practicum for teachers of mathematics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 773.20 must also take SEDC 77310.

**prereq:** SEDC 723  
**Hours:** 30 hrs plus conferences,  
**Credits:** 2 cr

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**Mathematics and Statistics Courses**

**Master's Degree Program Only**
15-17 credits

**MATH 62000 - Secondary School Mathematics from an Advanced Perspective I**

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

*prereq: Calculus II and a course in linear or matrix algebra

*Hours 3 hrs

*Credits 3 cr

*Open only to Teacher Education Program students.*

**MATH 63000 - Secondary School Mathematics from an Advanced Perspective II**

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

*Hours 3 hrs.

*Credits 3 cr.

*Open only to Teacher Education Program students.*

**MATH 63300 - Axiomatic Geometry**

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical context.

*prereq: departmental permission

*Hours 3

*Credits 3

**MATH 63500 - Problem Solving Explorations in Mathematics**

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.

*prereq: none

*Hours 3

*Credits 3

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**STAT 61200 - Discrete Probability**

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

*prereq: a statistics course on or above the level of STAT 11300
STAT 61400 - Data Analysis Using Statistical Software

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Physics - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Physics in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Physics 7-12.

The master's program (Academic Plan: PHYAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: PHYAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A major in physics.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in physics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: PHYAE-MA
- Advanced Certificate: PHYAE-AC

Total Credits

- PHYAE-MA: 42-43
- PHYAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits
**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs, 
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500 
coreq: One of the following must be a Co-req: 
SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23 
Hours 30 hrs, plus lab, 
Credits 2 cr*
SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

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

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)
Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Take either -

**SEDC 75403 - Student Teaching in Physics, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -
SEDC 77413 - Practicum in Physics, Grades 7–9 (KC)

Hunter College-supervised practicum for teachers of physics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77413 must also take SEDC 77423.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

SEDC 77423 - Practicum in Physics, Grades 10–12 (KC)

Hunter College-supervised practicum for teachers of physics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77423 must also take SEDC 77413.

prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Physics Courses

For Master's Degree Program Only

16 Credits

PHYS 63000 - Science and Society

Study of the interactions between technological and societal changes, with an emphasis on directing productive critiques and debates over potentially controversial technological change within the classroom. Focusing on present-day issues, students will learn various models of analyzing the impact of scientific change on society and how social change directs science.

prereq: one graduate-level physics course or permission of instructor
Hours 45
Credits 3
PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning

Overview of research and theory related to misconceptions in physics. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the comprehensive examination for the science portion of the MA degree.

prereq: PHYS 63000 and two elective courses in physics or permission of instructor

Hours 60

Credits 4

- Plus three electives 9 credits from below -

PHYS 60500 - Mathematical Physics

Introduction to basic mathematical techniques used in physics.

Hours 45

Credits 3

PHYS 61500 - Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

Hours 45

Credits 3

PHYS 62500 - Introduction to Quantum Mechanics

Fundamental ideas in the study of atomic sized systems.

Hours 45

Credits 3

PHYS 64500 - Solid State Physics

Introduction to basic theory and techniques in study of matter on solid state.

Hours 45

Credits 3

PHYS 68500 - Numerical Methods I

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations, curve fitting and function approximation, interpolation, differentiation and integration, differential equations.

Cross-listed (Cross-listed with MATH 68500.)

prereq: MATH 15500

Hours 45

Credits 3
Note: 700-level physics courses offered at the Graduate Center can be substituted for 600-level courses with permission of the graduate adviser.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Social Studies - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Social Studies in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Social Studies 7-12.

The master's program (Academic Plan: SOCSTAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: SSTAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. 30 credits of concentrated study in one of the areas of social studies (history, political science, geography, or economics) with a GPA of 3.0, including at least 12 credits in history, 3 credits in geography, 3 credits in political science, and 3 credits in economics. The coursework in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in one of the areas of social studies, and a master's degree in the discipline (history, political science, geography, or economics) with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include 21 credits of history, 3 credits in geography, 3 credits in political science and 3 credits in economics. The coursework in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.

4. A personal statement.

5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: SOCSTAE-MA
- Advanced Certificate: SSTAE-AC

Total Credits

- SOCSTAE-MA: 44-45
- SSTAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.
**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.
Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71500 - Advanced Curriculum Development in U.S. History and Civics for Urban Contexts, Grades 7–12

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

prereq or coreq: SEDF 70400 or SEDF 70500
Hours 3
Credits 3

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72500 - Advanced Curriculum Development in World History and Global Education for Urban Contexts, Grades 7-12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDF 704 or SEDF 70500
Hours 2 (30 hrs fieldwork)
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Take either -

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

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72500
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Or -

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

Supervised practicum for teachers of social studies in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77520.

prereq: SEDC 72500
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

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

Supervised practicum for teachers of social studies in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77510.

prereq: SEDC 72500
Hours 30 hrs plus conferences
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

History And Geography Courses

15 credits in history including 3 credits in each of the following areas: U.S. history, European history, world or non-Western history. Students who have completed 6 credits in any one of these areas at the undergraduate level will have fulfilled this requirement for that particular area, but will still have to complete at least 15 credits in graduate history courses. Within the 15 credits required in history, at least 3 credits should focus on gender in history and 3 credits should focus on an analysis of diversity in the U.S.

Plus one course (3 credits) as approved by advisor from the Department of Geography.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Spanish - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Spanish in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Spanish 7-12.
The master's program (Academic Plan: SPANAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: SPAAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 3.0 or better, and a major in Spanish with a grade point average of 3.0, with a minimum of 18 credits in Spanish literature above the intermediate level; and oral proficiency at the advanced low level of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI).

Or

Applicants who do not have a Spanish major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits can take two exams to meet the Spanish coursework requirement and writing component: the Oral Proficiency Interview (OPI) administered by the American Council on the Teaching of Foreign Language (ACTFL), and a rigorous Spanish literature written exam administered by the Department of Romance Languages. Candidates must achieve a minimum score of advanced low on the ACTFL OPI exam to meet the admission requirement, and must achieve a passing score in the Department's written test of Spanish literature.

Plus (for all applicants)
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression. Two professional references.
3. A personal statement.
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in Spanish, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: SPANAE-MA
- Advanced Certificate: SPAAE-AC

Total Credits

- SPANAE-MA: 44-45
- SPAAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

SEDFA 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

Hours 45 hrs, 
Credits 3 cr

SEDFA 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

Hours 30 hrs, plus 36 hrs fieldwork, 
Credits 2 cr
SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDES 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education
Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

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

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

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

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who
obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500

Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Take Either -

**SEDC 75203 - Student Teaching in Spanish, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600

Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

**SEDC 77213 - Practicum in Spanish, Grades 7–9 (KC)**

Supervised practicum for teachers of Spanish in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77213 must also take SEDC 77223.

prereq: SEDC 72200
prereq or coreq: SEDF 70600

Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

**SEDC 77223 - Practicum in Spanish, Grades 10-12 (KC)**
Supervised practicum for teachers of Spanish in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77223 must also take SEDC 77213.

*prereq: SEDC 72200*
*Hours 30 hrs plus conferences,*
*Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**Spanish Courses**

**For Master's Degree Program Only**

18 Credits

- 3 credits in Structures of Modern Spanish (SPAN 60100).
- 6 credits in Spanish Peninsular Literature.
- 6 credits in Latin American Literature.
- 3 credits in either Spanish or Latin American Literature.

**Exit Requirements**

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a final examination based on a short reading list (40 titles: 20 in Spanish literature, 20 in Latin American literature). This exam will be different from the one offered to MA students in Spanish, although it may be administered on the same day: Romance Languages department.
4. Complete the Dignity for All Students Act (DASA) workshop.

**Biological Sciences with Specialization in Biotechnology - BA/MA**

In this five-year program, qualified undergraduate Hunter College biology majors begin graduate work as seniors and receive the MA one year after completing BA requirements. Students are provided with theoretical knowledge and skills in molecular biology, and a foundation for application of these skills in careers in the biotechnology/pharmaceutical industry, academic research, or public health. Successful completion of the biotechnology workshop, an essential program component, entitles students to a summer internship in an industrial or private research laboratory.

Biological Sciences: Basic concentration - BA

Biology with Specialization in Biotechnology - MA
Dance Pre-K - 12 - BA/MA

The BA and BA/MA programs in Dance lead to initial certification as a teacher. Graduates from the BA/MA program in Dance are eligible for professional certification after three years of teaching experience. These programs include fieldwork in New York City public schools. Students must take a specified sequence of education courses in addition to fulfilling the General Education Requirement (GER) and the requirements of their major. BA/MA students also take additional graduate credits in Dance.

The Education minor is composed of 11 credits in undergraduate courses in the School of Education and 31 graduate credits in the dance program in addition to the 34-credit undergraduate dance major.

Admission Requirements

Admission Information

Admission to the School of Education is not automatic with admission to Hunter College. There is a separate admission process that involves a paper application, a writing sample and an interview.

Students must apply by November 1 for the spring term and by April 1 for the fall term. Applications are available in the School of Education, Room 1000 West.

Admission Requirements

1. Minimum of at least 65 credits with at least 6 credits in dance for BA/MA applicants but no more than 90 credits.
2. A Hunter College GPA of 2.8 or better.
3. A grade of B or better in ENGL 120 (or a 200-300 level writing course).
4. No more than 6 credits of CR/NC grades.
5. Formal declaration of a major in dance.
6. Transfer students will have to complete 12 credits of coursework at Hunter College before applying. However, transfer students with 60 or more credits and a GPA of 3.3 or better may be immediately considered for admission.
7. All applicants must interview with the dance faculty at the time of declaration concurrent with application to the School of Education.

**BA/MA applicants must also complete at least 6 credits in Dance, with an average of 3.0 GPA in these major courses. Students must be admitted to the School of Education with a formal declaration of Dance as a major with a statement of intention to apply for the BA/MA.

Required Liberal Arts & Sciences General Core

The courses listed below are required for BA in Dance Education students. Some of these courses may be used towards the GER:

- ENGL 120 and 220;
- Two courses selected from: HIST 151/HIST 152/GEOG 101;
- STAT 113;
- 9 credits in Math, Science or Technology with at least one science course with a lab component;
- One course that focuses on communication (see Program Advisor for acceptable courses); and
- 12 credits of study in a language other than English (or exemption on basis of equivalency).

Other State Certification Requirements

- Students must pass the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Exam prior to student teaching.
• Students should plan to take the ATS-W Secondary and CST Dance prior to graduation.
• Fingerprints must be cleared prior to student teaching.

**Liberal Arts and Science Major Requirements**

**BA in Dance Education:** 34-credit major in dance.

**Dance Course of Study**

**BA in Dance Education Course of Study**

See Undergraduate Catalog

**BA/MA in Dance Education**

1. 34-credit undergraduate dance major

2. **BA in Dance Education Course of Study Courses**

   Plus

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500*

*coreq: One of the following must be a Co-req:*

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab, Credits 2 cr*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308*

*prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100*
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or AR TED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

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

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

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

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

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

prereq: DANED 76000
Credits 3

DANED 76605 - Student Teaching (KC)

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

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200
Hours 60 days plus 15 hrs seminar
Credits 5
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

DAN 74000 - Aesthetics

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

_prereq: Admission to one of the graduate dance programs_

_Hours 3_
_Credits 3_

**DAN 74200 - Graduate Dance History**

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

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

_Hours 3_
_Credits 3_

**DAN 74600 - Special Topics in Dance**

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

_prereq: Admission to one of the graduate dance programs_

_Hours 3_
_Credits 3_

-Can be repeated for credit with different content areas-

**DAN 70500 - Maintenance of the Dancer's Instrument**

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

_prereq or coreq: DAN 35000 or equivalent course and/or related professional background_

_Hours 3_
_Credits 3_

**DAN 73000 - Studies of Forms**

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional
showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3
This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

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

prereq: Acceptance into one of the graduate dance programs: BA/MA
Hours 3
Credits 1
This course is repeatable once for credit.

Economics - BA/MA

The Department of Economics makes it possible for students to earn both a BA and an MA degree in economics within the credits required for a BA at Hunter. BA/MA students must complete the requirements for both the BA and MA degree. Students who wish to declare the BA/MA major must have a 3.0 average in Economics and in the cumulative index, with a minimum grade of B in ECO 300, and ECO 321, and a C in Math 150, or their equivalents. Continuing in the program is contingent upon maintaining a 3.0 GPA in Economics and the cumulative index and receiving a minimum grade of B in ECO 301 and an average grade of B in Math 150 and Math 160.

- Economics - BA
- Economics - MA

Environmental Studies and Adolescent Education-BA/MA

The Geography Department together with the School of Education also offers a 5-year combined BA/MA Program in Environmental Studies and Adolescent Education. This program is designed for highly qualified Environmental Studies majors who, during the course of their sophomore year, decide to pursue a career in secondary school teaching. For more information please contact the Department of Geography.

Mathematics Grades 7-12 Adolescent Education - BA/MA

Students interested in secondary school teaching may pursue a combined BA/MA program in teaching. This program requires a minimum of 141 credits.

Admission Requirements for the BA/MA in Teaching

1. Completion of at least 45 credits with a GPA of 3.0.
2. Completion of at least 10 credits in mathematics, including a year of calculus (MATH 15000 and 15500 or the equivalent), with an average of 2.7 in these major courses.

3. Admission to the School of Education

Degree Requirements for the BA/MA in Teaching

BA in Mathematics or Statistics

The 33 credits required for the BA in Mathematics OR the 32 credits required for the BA in Statistics, as described in the Undergraduate Catalog

Graduate Courses in Mathematics and Statistics

The following 15 graduate credits:

**MATH 62000 - Secondary School Mathematics from an Advanced Perspective I**

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

*prereq: Calculus II and a course in linear or matrix algebra*

*Hours 3 hrs*

*Credits 3 cr*

*Open only to Teacher Education Program students.*

**MATH 63000 - Secondary School Mathematics from an Advanced Perspective II**

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

*Hours 3 hrs.*

*Credits 3 cr.*

*Open only to Teacher Education Program students.*

**MATH 63300 - Axiomatic Geometry**

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical context.

*prereq: departmental permission*

*Hours 3*

*Credits 3*
MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.

prereq: none
Hours 3
Credits 3

STAT 61200 - Discrete Probability

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

prereq: a statistics course on or above the level of STAT 11300
Hours 3
Credits 3

-or-

STAT 61400 - Data Analysis Using Statistical Software

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.
Hours 3 hrs.
Credits 3 cr.

Comprehensive Examination in Mathematics

Also required is a comprehensive examination in mathematics consisting of three parts covering the material in MATH 62000, 63000 and 63300. Students may sit for the comprehensive examination only after having taken all three courses. Students who fail any part of the examination need only retake that part of the examination. A student can take the comprehensive exam in mathematics twice; after that, a committee formed by the Mathematics/Statistics Chairperson and consisting of members from the Department of Mathematics and Statistics and the School of Education will decide if the student can take the exam a third and final time.

School of Education Courses

The student should consult the School of Education section of the graduate college catalog for the sequence of teacher education courses

Mathematics or Statistics and Applied Mathematics - BA/MA

The BA/MA program offers promising students the opportunity to complete both the bachelor's and master's requirements without a separate application for admissions or GRE requirement. Requirements are the same as those for a major in the department, plus 30 credits at the graduate level. Interested students should contact the graduate adviser for further information regarding eligibility and curriculum requirements.
Option 1: Mathematics and Pure Mathematics (63-83 credits)

Students complete the BA in pure mathematics with 30 additional credits at the graduate level in pure mathematics approved by the departmental graduate adviser.

- Mathematics - BA
- Mathematics: Pure Mathematics - MA

Option 2: Mathematics and Statistics and Applied Mathematics (63-83 credits)

Students complete the BA in mathematics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

- Mathematics - BA
- Statistics and Applied Mathematics - MA

Option 3: Statistics and Statistics and Applied Mathematics (63-83 credits)

Students complete the BA in statistics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

- Statistics - BA
- Statistics and Applied Mathematics - MA

Please note: Modifications in these programs are awaiting approval by NY State. Please consult department for details.

Music Teacher Education - BA/MA

Return to: Music Department

Exceptionally qualified undergraduate students may obtain a master’s degree in teacher education in 5-6 years with a minimum of 140 credits. Requirements are the same as those for the 42-credit BA plus those for the MA in teacher education (45 credits at the graduate level). Matriculation is open to undergraduates with at least 60 credits who have a cumulative grade point average of 3.0 or better and a major subject index of at least 3.0. Students must have completed at least 24 credits of course work in music, including at least two semesters of music history, four semesters of music theory, and four semesters of musicianship (sight singing, ear training, and keyboard studies). At least 12 credits, including at least 6 credits in music major courses, must have been taken at Hunter College. Students must have passed the music department’s piano proficiency examination, and they must demonstrate reasonable mastery on an instrument (which may be a keyboard instrument) or voice. They must be admitted to the program by both the music department and the School of Education. They must maintain the grade point averages required for admission at all times in order to remain in the program; see

http://www.hunter.cuny.edu/music/grad-students/admissions/ba-ma/?searchterm=ba/ma for details.

Physics - BA/MA

This special program for a limited number of well-qualified undergraduate students leads to a bachelor of arts and a master of arts degree. Students are offered the opportunity quickly to reach a level where they can stand in competition for admission into any doctoral program in physics. The program requires 124-126 credits (including the 30 credits required for a physics major BA degree and 30 credits from the graduate curriculum). Because this program requires a large number of physics courses, many of which have other physics courses as prerequisites, students in this program should begin taking physics courses in their first or second undergraduate semester. Students should consult the department chair, undergraduate adviser, or graduate adviser for details as early as possible.
Social Research Graduate Curriculum

Completion of the graduate program in social research requires a minimum of 45 credits which include:

1. Core Courses

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

*prereq: SOC 24100 or equiv*
*Hours 3*
*Credits 3*

Fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

*prereq: GSR 70800 with grade of B or better*
*Hours 3*
*Credits 3*

Spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

*prereq: SOC 24100 or equiv or perm instr*
*Hours 3 hrs,*
*Credits 3 cr*
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71100 - Quantitative Digital Research Methods**

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

*prereq: GSR 71000 or permission of instructor*

*Hours 3 hrs, Credits 3 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71600 - Workshop in Using Information Technology for Research**

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

*Hours 3 hrs, Credits 3 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71700 - Seminar in Applied and Evaluation Research**

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

*prereq: GSR 70900, GSR 71000 and GSR 71100*

*Hours 3 hrs, Credits 3 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71900 - Applied Research Seminar**

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

*Hours 3 hrs, Credits 3 cr*

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

2. **Electives (15 credits)**
Fifteen credits are taken in courses according to the student's interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. Internship Requirements (6 credits)

Degree candidates must work as research interns in public or private organizations for a minimum of 12 weeks full-time or 24 weeks part-time.

**GSR 71800 - Research Internship**

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

*Credits 6 cr*

_Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis._

Additional Information

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).

**Sociology and Social Research - BA/MS**

For a limited number of qualified undergraduate students, the Sociology department offers an accelerated five-year program leading to a BA in sociology and an MS in social research. The program requires a total of 145 credits of college work (100 undergraduate, 45 graduate). To get the maximum financial benefit from the BA/MS program, students should apply before the number of cumulative credits taken (including those being taken currently) exceeds 100 credits. All credits above 120 will be charged at the graduate tuition rates. The BA/MS program is a full-time program requiring 12 graduate credits per term. In order to be admitted to the program, students must complete their basic requirements, including their major, pass an honors course or its equivalent (cross listed graduate course, honors independent study), have an overall GPA of 3.25 and meet other requirements of the MS program as outlined in the graduate catalog except for the GRE examination. BA/MS applicants should have no more than 100 credits completed before entering the program and can apply for fall or spring admission. After consulting with the undergraduate adviser to establish eligibility, students may apply to the Graduate Director. Applications require a cover letter/personal statement and include a copy of one's current transcript and two letters of recommendation. Students are admitted to the BA/MS program at the end of their junior year but must consult with the undergraduate advisor before they file the application.

**Curriculum**

- Undergraduate Curriculum
- Social Research Graduate Curriculum

**Nutrition BS/MS (DPD)**
This pathway is for third year NFS majors who are interested in completing their degree and then continuing at Hunter to obtain a master's degree and verification statement (students will be provisionally accepted into the program in their junior year but must maintain grade requirements to matriculate into the MS-DPD program).

This accelerated pathway provides the opportunity for undergraduate students to remain at Hunter for their graduate coursework providing students the opportunity for academic acceleration to a graduate degree.

Since the MS-Nutrition curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the credentialing arm of the American Dietetic Association (ADA), it will qualify students from this BS/MS accelerated track to apply for Dietetic Internships and continue their professional preparation for the Registered Dietitian (RD) credential.

For further information consult the undergraduate catalog and the Nutrition - MS program in this catalog.

Clinical Doctoral Program in Audiology - AuD

The City University, through a joint program offered by Hunter College, Brooklyn College and the Graduate Center, offers a clinical doctoral program in audiology. For a description of the program, see the Bulletin of the Graduate Center or go to Audiology-(Au-D)

Instructional Leadership - Ed.D.

The Doctor of Education (Ed.D.) degree in Instructional Leadership prepares experienced educators to become effective practitioner leaders able to translate current research into policy and practice. The program prepares teacher leaders, department chairs, administrators and other education professionals to transform K-12 education, driving better educational experiences and outcomes across larger systems. The program provides clinically-focused doctoral training and a deep grounding in the research on educational practice, particularly as it applies to urban settings and suburban settings with increasingly diverse student populations. Students develop the ability to synthesize and apply new research to improve educational experiences and outcomes for students, and the skills to communicate their insights effectively as leaders in schools and communities.

Program Highlights

- Designed to meet the needs of working educators with a part-time cohort model and practice-focused curriculum over five years
- Focused on interpreting and translating current research into clinical practice.
- Leverages the strength and expertise of faculty with a wide range of research and practitioner areas who are engaged with current scholarship and practice.
- Provides opportunities to expand both the breadth of knowledge across the field and depth of knowledge in a particular area of interest.
- Institutionally committed to serving the needs of public education with an urban focus.

Admission Requirements
1. A master's degree from an accredited institution in the field of education or related to your work in education with a GPA of at least 3.5. Undergraduate GPA will be considered as well.

2. A minimum of two letters of recommendation is required. At least one should address past academic performance and/or readiness for doctoral studies and one should speak to professional leadership potential.

3. A personal statement.

4. Graduate Record Examination (GRE).

5. Prospective students whose native language is not English and who have completed all or part of their post-secondary education in a country where English is not the native language need to take the TOEFL or IELTS or the Pearson Test of English.

6. A resume.

7. A minimum of five years professional work experience in the field of education.

8. An on-site interview and writing activity may be required as part of the interview process.

**Progress Standards**

1. Students must maintain a minimum 3.5 GPA throughout the program. At the end of each semester, when grades have posted, the program director will meet with the Assistant Director of Graduate Student Affairs in the Office of Academic and Student Affairs to review the GPA of all students in the program and to identify any who have fallen below a 3.5. These students will be placed on academic probation. Once they are notified of probation, they will be required to meet with their advisor to develop an academic plan for improving their GPA. At the end of the semester that they are on probation and grades have posted, the program director will review the student's GPA. If the GPA is above a 3.5, the student will be taken off of academic probation. If it is still below a 3.5, the program coordinator and advisor will determine if the student has made adequate progress towards improving their GPA. If it is determined that the GPA is improving, the student will be placed on academic probation again and allowed to continue in the program. If adequate progress has not been made, the student will be dismissed from the program. Students cannot remain on academic probation for more than three consecutive semesters without being dismissed from the program.

2. Prior to the start of the third year in the program, students must pass a Comprehensive Assessment. The Comprehensive Assessment serves two overarching purposes: (a) to assess doctoral students' content knowledge in the various areas of program coursework and (b) their readiness to move into the dissertation phase of the doctoral program.

**Course of Study**

**Academic Plan:**

**INSTLD-EDD**

**Total Credits**

60

**EDDIL 80000 - Foundations of Research, Leadership, and Equity in Education**
In this course, students explore the foundations of the three pillars of the EdD program: Research, Leadership, and Equity in Education. Students will be immersed in a variety of research studies drawing on the professional literature in education and associated fields to develop an understanding of diverse research traditions. The course explores research designs and processes in published studies for question posing and data collection, analysis, and interpretation from quantitative and qualitative perspectives. Research related to instructional leadership will be examined in an effort to develop an understanding of this field of study. The course introduces students to the key concepts necessary for engaging in research and leadership around diversity, equity, and social justice.

Hours 3  
Credits 3.0

**EDF 80400 - Analysis of Major Issues in Contemporary Education Reform**

After a brief review of the history of education reform efforts, we will study the major debates and policy initiatives that have shaped the contemporary structures of American public education. We will seek to understand what is at stake in these initiatives, the evidence behind their adoption and resistance to them.

Hours 3 hrs  
Credits 3 cr

**EDF 80000 - Statistics for Applied Educational Research I**

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, statistical assumptions, t-tests, analysis of variance, correlation, and chi-squared.

prereq: SPED 80000  
Hours 3 hrs  
Credits 3 cr

**EDF 80100 - Qualitative Methods in Educational Research**

This graduate course introduces students to qualitative research within the field of education. The course provides an overview of the different approaches to qualitative research and specific strategies of data collection and analysis, their underlying assumptions and appropriateness for particular research questions, and authentic experience with qualitative research.

prereq: SPED 80000  
Hours 3 hrs  
Credits 3 cr

**EDF 80200 - Quantitative Methods and Measurement**

The purpose of this course is to increase students' understanding of quantitative research methods and design issues relevant to the pursuit of research in education, with a focus on correlational, experimental and quasi-experimental design.

prereq: EDF 80000  
Credits 3 cr

**EDDIL 80100 - Leadership for Change**
In this course, students are introduced to the idea of non-positional leadership - that everyone has the responsibility and ability to lead change, regardless of one's formal position within the education landscape. They are then introduced to various theories/theoretical frameworks on the problems of change at the individual, group and system level, as well as to the notion of a theory-of-change, including how it differs from theory and its import in shaping and helping to ensure effectiveness of an educational change effort. Special attention is paid to the import of precise problem identification; the need for feedback loops to allow for ongoing adjustment of change designs in response to the unexpected; and to implementation challenges. Students apply their learning by analyzing existing educational change efforts and by designing and defending a theory-of-change that they could potentially implement to improve an identified problem of practice.

*Hours 3*
*Credits 3.0*

**EDDIL 80200 - Leading for Justice, Equity, Diversity, and Inclusion**

An important aspect of leadership in schools is being mindful of the identities, backgrounds, communities, and histories of the populations they serve. Even more important is an understanding of how the sociocultural contexts in which we all live result in systemic unequal distribution of power, privilege, and resources. This course will review key theoretical frameworks that attempt to describe the nature of schools, teaching and learning, and unequal student outcomes. The course will give participants the opportunity to consider the history and structure of schools from multiple perspectives by taking an intersectional approach. Participants will be expected to apply the NYSED Culturally Responsive and Sustaining Frameworks in their individual settings and propose research, policy or practice they are focused on Justice, Equity, Diversity and/or Inclusion.

*Hours 3*
*Credits 3.0*

**SPED 80200 - Enhancing Achievement through Family & Community Relationships**

This course examines the role of school, family and community in educational policy and practice. Students will read and critique a variety of theoretical frameworks about the intersection of home, school, and community; analyze current research on the impact of family and community engagement on student learning and school improvement; explore policies at local, state, and federal level.

*Hours 3.0*
*Credits 3.0*

**EDUC 80700 - Professional Communications for Educational Settings**

This course explores a range of educational and school-based writing genres and writing for a variety of audiences. Resources and practices related to developing and writing within a variety of genres from traditional print publications to new media outlets will be introduced, explored and, most importantly, enacted.

*Hours 3 hrs*
*Credits 3 cr*

**SPED 80100 - Research on Effective Practice and Curriculum for Students with Disabilities**
This course provides the opportunity to consider disability in the context of schools and society—with view to engaging with, and critiquing, existing research in the fields of special education and disability studies in education (DSE). We will be mindful of how the disposition and paradigm of researchers influences all aspects of their work including: problems identified; questions asked; methods used; analysis employed; findings or results; interpretations, and: implications. This course focuses on the nature of evidence-based practice involving students with disabilities within specific contexts. The course is designed to provide a foundation for the course work, independent scholarship, and educational research that students will undertake in the process of completing the doctoral degree.

**Hours 3 hrs.**  
**Credits 3 cr.**

**EDUC 80100 - Research on Effective Practice and Curriculum for Multilingual Learners**

The focus of this course is on effective instruction and curriculum supporting the academic, social, and emotional development of multilingual learners (MLLs). Topics and assignments provide a direct connection of research on the development of languages and literacies, as well as a programming, and policy for MLLs in P-12 school contexts. Analysis of research on English as a New Language (ENL) education and bilingual education, including review of quantitative and qualitative studies of instruction and curriculum for MLLs will provide the foundation for foundation for the course content. This course will prepare doctoral students to critically evaluate educational research on ELLs, deeply understand the core components of quality instruction for ELLs in P-12 classrooms, and be able to clearly identify appropriate methods for addressing and improving instruction and curriculum for ELLs. Topics and assignments are designed to provide theory that directly connects to the design of instructional models of and curriculum for ELL instruction, the course content. The course will also analyze the role of language and race-related ideologies on how bi-/multilingualism is framed and the consequences for how programs and policies are conceptualized and implemented. This course will prepare doctoral students to critically evaluate educational research on MLLs, deeply understand the core components of quality programming and instruction for MLLs in P-12 classrooms, and to clearly identify appropriate methods for addressing and improving instruction and curriculum for MLLs.

**Hours 3 hrs**  
**Credits 3 cr**

**EDDIL 81000 - Leader Scholar Community Research Seminar**

This is a seminar in which students, under the supervision of a faculty member, develop research expertise that is expected to lead to a specific project such as a dissertation, report, or publication. Assignments might include development of problem statement, literature review, or statement of implications for practice based on review of comparable work. This course may be taken up to six times for credit and may be taken more than one time in any given term.

**Hours 1**  
**Credits 1.0**  
This course is graded Pass/Fail.

**EDF 83000 - Dissertation Proposal Seminar**

This course is a seminar designed to provide students with a general overview of the structure and components of a dissertation proposal. It serves as common ground for all cohort members to prepare for highly individualized work with a dissertation advisor in subsequent semesters. Throughout this course, students will focus upon the following components: (1) the background of the problem to be investigated; (2) formulating a research question(s); (3) developing a theoretical framework; (4) conducting a literature review; (5) choosing research methods to collect data; (6) analyzing findings; and (7) generating implications. These elements will be taught in relation to a "traditional" five-
chapter dissertation, along with variations and expansions of this structure. In addition, students will review and become certified in appropriate IRB requirements. A major goal of this seminar is to individualize support with view to preparing each student to develop a topic for approval that will continue to be worked upon with a dissertation advisor during the following semester.

*Hours 3 hrs
Credits 3 cr*

**EDF 83100 - Dissertation Advisement**

Dissertation Advisement is a customized course of study taken immediately after Dissertation Proposal Seminar. The purpose of this course is to provide individualized support to doctoral students as they design and carry out a dissertation that addresses an identified problem of practice. This course must be taken for at least two semesters and must be taken every semester until the dissertation has been successfully defended for a minimum of six credits.

Any student who receives a grade of F must obtain permission from the program leader to repeat the course. This course may only be repeated once and only one failing grade is allowed in the course.

*prereq: EDF 83000
Hours 2 or 3
Credits 2.0 or 3.0*

**Electives**

Students must take at least 12 credits of electives from this list. Other elective options may be taken in lieu of these courses with permission from the program director.

**EDUC 80500 - Research on Effective Practice and Curriculum (REPAC) in Literacy**

This course examines current research in literacy curriculum and its implementation. A host of theoretical approaches to the teaching of literacy and language development will be addressed and critiqued. Particular attention will be paid to research on literacy instruction and interventions that serve the needs of diverse students in urban schools.

*prereq: SPED 80000 Intro to Doc Seminar
Hours 3.0
Credits 3.0*

**EDUC 80300 - Research on Effective Practice and Curriculum in Math**

The course will examine the current research on effective mathematical teaching, assessment practices, student learning, and curriculum design. Students will synthesize research and engage in research explorations focused on problems of practice.

*Hours 3 hrs
Credits 3 cr*

**ECC 80100 - Research and Practice in Early Childhood Education**
Overview of the historical and social influences on early childhood research and practice. Candidates will gain a comprehensive understanding of the significant policy, programmatic and pedagogical factors affecting the formal, symbolic and societal curricula, within and across early childhood education and care settings.

*Hours 3 hrs  
Credits 3 cr*

**EDUC 80400 - Research on Effective Practice and Curriculum in Arts and Humanities**

This course examines current research in Arts and Humanities curriculum and its implementation. It addresses a host of theoretical and policy-oriented approaches to the teaching and learning of the arts and humanities. Particular attention will be paid to research on arts and humanities instruction and interventions that serve the needs of diverse students in urban schools.

*Hours 3 hrs  
Credits 3 cr*

**EDUC 80600 - Effective Professional Development of Teachers**

In-depth study of research and practice in professional development for educators. Students will explore the literature about effective methods, contexts, and delivery of coaching, mentoring, and professional learning for teachers and other educators. Focus on understanding the strengths and weaknesses of different approaches to professional development, and on learning how to assess the appropriateness of a professional development strategy with respect to content and the teacher population to be served.

*Hours 3 hrs  
Credits 3 cr*

**EDF 80300 - Statistics for Applied Educational Research II**

This course builds on knowledge of basic statistics, focusing on multiple regression and analysis of covariance for statistical analysis of continuous and categorical independent variables. Data exploration and assumptions are discussed in detail. Computer software for analysis of quantitative data is introduced.

Hours 3.0  
Credits 3.0*

**EDUC 80800 - Action Research**

The purpose of this course is to explore various aspects of a movement in education and educational research in which educators (e.g., P-12 teachers, school administrators, etc.) actively participate in making change in their practice through conducting systematic inquiry and research. The course will provide a broad overview of the epistemological, political, and methodological issues associated with the idea of practitioner research.

*prereq or coreq: EDS 80300 Qualitative Research Methods  
Hours 3 hrs  
Credits 3 cr*
EDUC 80900 - Case Studies in Education: Institutions, Schools, Programs, Classrooms, and Individuals.

This course examines case study as a research design in educational contexts. The unit of study can include institutions, schools, programs, and individuals. A variety of topics will be explored, including becoming familiar with types of case studies, conceptualizing case study research, creating research questions, generating data, use of analytic methods, and application of case study findings to leadership and practice. In addition, the course will feature related, sometimes overlapping, methodological approaches such as portraiture and narratives. The course engages students in substantial study and critique of current and "classic" cases in educational research based on candidates' fields of interest. Particular attention will be paid to ethical considerations in conducting case study research in urban schools and communities.

*Hours 3 hrs
*Credits 3 cr

EDF 81000 - Mind, Brain, and Education

This course provides students with knowledge from the neuro and cognitive sciences that can be applied in practice. This course begins with an introduction to mapping the physical features of the brain before leading into contemporary research on "brain-based" research and educational curricula and programs. Students will engage in examining research and separate "nureomathy" from "neuroscience" in order to be informed by new knowledge from the science of learning.

*Hours 3 hrs
*Credits 3 cr

EDDIL 82000 - Doctoral Directed Readings

Directed Readings involve an in-depth study of some area of research, theory, or research methodology that is of special interest to a student (or small group of students) in the EdD program but for which there is no formal course within the program. The directed reading is done under the supervision of a full-time faculty member. When requesting a directed reading, students should collaborate with the intended instructor to create and agree upon a written proposal for the course (including a list of readings and at least one written assignment) Once the proposal is agreed upon by student and instructor, the Program Director of the EdD program must provide approval as well.

*prereq: Permission EdD program director required.
*Hours 1 - 3
*Credits 1.0 - 3.0

Directed Readings may be taken for variable credits (1-3 at a time) and may be taken for up to a total of 6 credits.

Exit Standards

1. An overall GPA of at least 3.5.
2. Completion of Dissertation approved by the Dissertation Committee and an oral defense is the final requirement before the degree is conferred.

Community/Public Health Nursing DNP Sample Full-Time Program Plan
Year 1

Fall

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45
Credits 3*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.
Credits 3 cr.*

Spring

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000*
**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.*

Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

**Year 2**

**Fall**

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*

*coreq: NURS 71700*

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required.*

Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

**Spring**
PH 75400 - Fundamentals of Environmental Health

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.
Hours 3
Credits 3

PH 75600 - Fundamentals of Health Policy and Management

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy analysis of public health agencies and private sector managed care.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.
Hours 3
Credits 3

• Elective

Year 3

Fall

NURS 77100 - Community/Public Health Nursing I

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400
Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,
Credits 5 cr

Spring

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400
Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr
Summer

**NURS 77300 - Community/Public Health Nursing III**

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

*prereq: NURS 772*

*Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,*

*Credits 5 cr*

Year 4

Fall

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45*

*Credits 3*

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200*

*Hours 45*

*Credits 3*

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45*

*Credits 3*

Spring

**NURS 80000 - Leading Systems and Organizations**
This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

**coreq:** NURS 70400  
**Hours** 45  
**Credits** 3

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

**prereq:** NURS 80200  
**coreq:** NURS 71600  
**Hours** 45  
**Credits** 3

**Year 5**

**Fall**

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

**prereq or coreq:** NURS 80000  
**Hours** 45  
**Credits** 3

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

**prereq or coreq:** NURS 704, NURS 749, PH75000  
**Hours** 45  
**Credits** 3

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

**prereq:** NURS 80000, NURS 80100; Departmental permission required  
**Hours** 30 hours lecture; 105 practicum hours  
**Credits** 3 cr.
Spring

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required
*Hours 30 hours lecture; 105 practicum hours
*Credits 3 cr.*

- Elective 3 cr.

Year 6

Fall

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

*prereq: NURS 90002; Departmental permission required
*Hours 15 hours lecture; 210 practicum hours
*Credits 3 cr.*

Spring

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required
*Hours 33.75 hours lecture; 80 practicum hours
*Credits 3 cr.*

**Community/Public Health Nursing DNP Sample Part-Time Program Plan**

Return to: Community/Public Health Nursing DNP Track

Year 1

Fall
NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45  
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.  
Credits 3 cr.

Spring

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course  
Hours 45  
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45  
Credits 3

Summer

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.  
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Year 2
Fall

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

Spring

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3

Summer

PH 75400 - Fundamentals of Environmental Health
Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.

Hours 3
Credits 3

PH 75600 - Fundamentals of Health Policy and Management

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy analysis of public health agencies and private sector managed care.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.

Hours 3
Credits 3

Year 3

Fall

NURS 77100 - Community/Public Health Nursing I

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400

Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,
Credits 5 cr

• Elective 3 cr.

Spring

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

• Elective 3 cr.
Summer

**NURS 77300 - Community/Public Health Nursing III**

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

*prereq: NURS 772
Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr*

Year 4

Fall

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200
Hours 45
Credits 3*

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

Spring

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45
Credits 3*

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45
Credits 3*

Year 5
Fall

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400*

*Hours 45*

*Credits 3*

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required*

*Hours 30 hours lecture; 105 practicum hours*

*Credits 3 cr."

Spring

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

*prereq or coreq: NURS 80000*

*Hours 45*

*Credits 3*

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required*

*Hours 30 hours lecture; 105 practicum hours*

*Credits 3 cr."

Year 6

Fall

**NURS 90003 - DNP Capstone Implementation**
This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

Spring

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

Family Nurse Practitioner DNP Sample Full-Time Program Plan

Return to: Family Nurse Practitioner DNP Track

Year 1

Fall
NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000

Hours 3 hrs.
Credits 3 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Spring

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing
requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

Year 2

Fall

NURS 75500 - Primary Care Nursing I

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

Spring

NURS 75700 - Primary Care Nursing II

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level
direct care competencies and develop in the role of the primary care nurse practitioner.

**prereq:** NURS 75500  
*Hours* 3 hours/week lecture 1 hour/week seminar  
*Credits* 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

### Summer

**NURS 82700 - Assessment and Primary Care of Children and Adolescents**

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

**prereq:** NURS 71700, NURS 75000, NURS 75100  
*Hours* 15 lecture, 15 seminar, 125 clinical  
*Credits* 3

### Year 3

### Fall

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours* 45  
*Credits* 3

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

**prereq:** NURS 70200  
*Hours* 45  
*Credits* 3

**NURS 81000 - Clinical Genetics**
Application of human genetics and genomics as they apply to health care professionals.

*Hours 45  
Credits 3*

**Spring**

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400  
Hours 45  
Credits 3*

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

*prereq: NURS 80200  
coreq: NURS 71600  
Hours 45  
Credits 3*

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.  
Open to MPH, MS/MS/MH dual degree, MS/MH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.  
- Elective 2 cr.*

**Summer**

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required.  
Open to MPH, MS/MS/MH dual degree, MS/MH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.  
Hours 3  
Credits 3*
Year 4

Fall

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

*prereq or coreq: NURS 80000*

*Hours 45*

*Credits 3*

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

*prereq or coreq: NURS 704, NURS 749, PH75000*

*Hours 45*

*Credits 3*

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required*

*Hours 30 hours lecture; 105 practicum hours*

*Credits 3 cr.*

Spring

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required*

*Hours 30 hours lecture; 105 practicum hours*

*Credits 3 cr.*

- Elective 3 cr.

Year 5

Fall
NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Family Nurse Practitioner DNP Sample Part-Time Program

Plan

Return to: Family Nurse Practitioner DNP Track

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Spring
NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

Year 2

Fall

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

Spring

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.
prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000

Hours 3 hrs
Credits 3 cr

- Elective 3 cr.

Year 3

Fall

NURS 75500 - Primary Care Nursing I

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 3 hours/week lecture 1 hour/week seminar

Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100

Hours 15 lecture, 15 seminar and 125 clinical

Credits 3

Spring

NURS 75700 - Primary Care Nursing II

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

prereq: NURS 75500

Hours 3 hours/week lecture 1 hour/week seminar

Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

Summer
NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100
Hours 15 lecture, 15 seminar, 125 clinical
Credits 3

Year 4

Fall

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

Winter

• Elective 3 cr.

Spring

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Summer

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Hours 3
Credits 3

Year 5

Fall

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400

Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

• Elective 3 cr.

Spring

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Summer

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Year 6

Fall

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

Spring
NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNP's. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

Family Nurse Practitioner DNP Track

Curriculum

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3
NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45*  
*Credits 3*

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*  
*coreq: NURS 75000*  
*Hours 3 hrs.*  
*Credits 3 cr.*

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*  
*Credits 3 cr.*

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*  
*coreq: NURS 71700*  
*Hours 3 hrs.*  
*Credits 3 cr.*

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*  
*Hours 3 hrs.*  
*Credits 3 cr.*

NURS 75500 - Primary Care Nursing I

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and
analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

prereq: NURS 75500

Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

Hours 3
Credits 3

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.
coreq: NURS 70400
Hours 45
Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100
Hours 15 lecture, 15 seminar and 125 clinical
Credits 3
**NURS 82700 - Assessment and Primary Care of Children and Adolescents**

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

*prereq: NURS 71700, NURS 75000, NURS 75100
Hours 15 lecture, 15 seminar, 125 clinical
Credits 3*

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

*prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3*

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.*

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.*

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

*prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.*

**NURS 90004 - DNP Capstone Evaluation & Dissemination**
This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

**prereq:** NURS 90003; Departmental permission required  
*Hours 33.75 hours lecture; 80 practicum hours  
Credits 3 cr.*

**Gerontology/Adult Nurse Practioner DNP Sample Full Time Program**

Return to: Gerontology/Adult Primary Care Nurse Practitioner DNP Track

**Year 1**

**Fall**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45  
Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course  
Hours 45  
Credits 3*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900  
coreq: NURS 75000  
Hours 3 hrs.  
Credits 3 cr.*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.
Spring

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45*
*Credits 3*

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*
*coreq: NURS 71700*
*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*
*Hours 3 hrs.*
*Credits 3 cr.*

Year 2

Fall

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

*prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100*
*Hours 3 hours/week lecture 1 hour/week seminar*
*Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)*

- Elective 3 cr.
Spring

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

*prereq: NURS 75500*

*Hours* 3 hours/week lecture 1 hour/week seminar

*Credits* 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

Summer

**NURS 76800 - Primary Care Nursing III**

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

*prereq: NURS 75700*

*Hours* 3 hours/week lecture; 1 hour/week seminar

*Credits* 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

Year 3

Fall

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours* 45

*Credits* 3

**NURS 78000 - Health Care Ethics in the Life Span**
Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200*

*Hours 45*

*Credits 3*

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45*

*Credits 3*

Spring

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400*

*Hours 45*

*Credits 3*

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

*prereq: NURS 80200*

*coreq: NURS 71600*

*Hours 45*

*Credits 3*

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.*

*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.*
Summer

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3

Year 4

Fall

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

Spring
NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Year 5

Fall

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Gerontology/Adult Nurse Practioner DNP Sample Part Time Program

Return to: Gerontology/Adult Primary Care Nurse Practitioner DNP Track

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science
Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*
*Credits 3*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*
*Credits 3 cr.*

**Spring**

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*

*Hours 45*
*Credits 3*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*
*coreq: NURS 75000*

*Hours 3 hrs.*
*Credits 3 cr.*

**Year 2**

**Fall**

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45*
*Credits 3*

**NURS 75000 - Advanced Pharmacotherapeutics**
Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

**prereq:** NURS 70000, 70200, 70400, 74900  
**coreq:** NURS 71700  
**Hours** 3 hrs.  
**Credits** 3 cr.

**Spring**

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

**prereq:** NURS 70000, 70200, 70400, 74900, 71700, 75000  
**Hours** 3 hrs  
**Credits** 3 cr

- Elective 3 cr.

**Year 3**

**Fall**

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

**prereq:** NURS 75500  
**Hours** 3 hours/week lecture 1 hour/week seminar  
**Credits** 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

**Spring**

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

**prereq:** NURS 75500
Summer

**NURS 76800 - Primary Care Nursing III**

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

prereq: NURS 75700

**Hours** 3 hours /week lecture; 1 hour/week seminar

**Credits** 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

Year 4

Fall

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200

**Hours** 45

**Credits** 3

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

Winter

- Elective 3 cr.

Spring

**NURS 81000 - Clinical Genetics**
Application of human genetics and genomics as they apply to health care professionals.

Hours 45  
Credits 3

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.  
Open to MPH, MS/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Summer

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.  
Open to MPH, MS/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.  
Hours 3  
Credits 3

Year 5

Fall

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400  
Hours 45  
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required  
Hours 30 hours lecture; 105 practicum hours  
Credits 3 cr.  
• Elective 3 cr.
Spring

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

*prereq or coreq: NURS 80000*

*Hours 45*

*Credits 3*

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required*

*Hours 30 hours lecture; 105 practicum hours*

*Credits 3 cr.*

Summer

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45*

*Credits 3*

Year 6

Fall

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

*prereq or coreq: NURS 704, NURS 749, PH75000*

*Hours 45*

*Credits 3*

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced
practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Gerontology/Adult Primary Care Nurse Practitioner DNP Track

Curriculum

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*

*coreq: NURS 75000*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*

*coreq: NURS 71700*

**NURS 75100 - Advanced Health Assessment**
Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100
Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

prereq: NURS 75500
Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

**NURS 76800 - Primary Care Nursing III**

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

prereq: NURS 75700
Hours 3 hours/week lecture; 1 hour/week seminar
Credits 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

**PH 75000 - Fundamentals of Biostatistics**
Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.  
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.  
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.  
Hours 3  
Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400  
Hours 45  
Credits 3

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prereq or coreq: NURS 80000  
Hours 45  
Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

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prereq: NURS 70200  
Hours 45  
Credits 3
NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200  
coreq: NURS 71600  
Hours 45  
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45  
Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000  
Hours 45  
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required  
Hours 30 hours lecture; 105 practicum hours  
Credits 3 cr.

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required  
Hours 30 hours lecture; 105 practicum hours  
Credits 3 cr.

NURS 90003 - DNP Capstone Implementation
This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Nursing: Doctor of Nursing Practice - DNP

Faculty Coordinator: Caroline Hewitt, ch516@hunter.cuny.edu

Website: http://www.hunter.cuny.edu/nursing/

The Doctor of Nursing Practice (DNP) program at Hunter College prepares nurse practitioners who can meet the increasingly complex health needs of diverse urban populations by providing evidence-based, advanced nursing services in a wide variety of settings. The program includes three tracks: Family Nurse Practitioner (FNP) DNP, Gerontological/Adult Nurse Practitioner (GNP/ANP) DNP, and Psychiatric-Mental Health Nurse Practitioner (PMHNP) DNP. Note: a fourth track, Community/Public Health Nursing (C/PHN) DNP is not accepting students at this time.

The DNP program is open to registered nurses with a Bachelor's or Master's degree in nursing. The program requires completion of 48-90 credits and a total of 1000 supervised clinical hours. Students without a prior Master's degree in nursing from an accredited program complete 90 credits and 1000 supervised clinical hours. Students with a prior Master's degree in nursing from an accredited program may be admitted with advanced standing. Based on an individual assessment of the prior graduate record, (1) required coursework may be reduced by up to 42 credits for the same or equivalent coursework completed for the Master's degree with a grade of B or better; and (2) relevant supervised clinical hours completed for the Master's degree may be counted toward the 1000 supervised clinical hours required for the DNP degree.

Graduates of the DNP program meet the requirements for national certification in their specialty area. Graduates of the GNP/ANP, FNP, and PMHNP tracks qualify for New York State certification as a nurse practitioner.

Admission Requirements

Individuals who meet the following criteria may apply for admission to the DNP program:

1. For students without a Master's degree in nursing from an accredited program:
   - New York State RN licensure and current registration
   - A bachelor's degree in nursing from an accredited program
   - A Grade Point Average (GPA) of 3.5 or above in both the major and overall undergraduate record
   - Completion of an undergraduate statistics course
• Completion of a discrete undergraduate nursing research course
• Satisfactory written descriptions of career goals and capstone project interest
• Satisfactory interview

2. For students who hold a Master’s degree in nursing from an accredited program:

• New York State RN licensure and current registration
• A graduate GPA of 3.5 or higher
• Satisfactory written descriptions of career goals and capstone project interests
• National certification in a nursing specialty at an advanced level (i.e., requiring a graduate degree)
• Satisfactory interview

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

**Programs**

- Gerontology/Adult Primary Care Nurse Practitioner DNP Track
- Family Nurse Practitioner DNP Track
- Psychiatric/Mental Health Nurse Practitioner Track DNP

**Study Plans: Full-and Part-Time**

**Sample Full-Time Programs**

- Gerontology/Adult Nurse Practitioner DNP Sample Full Time Program
- Family Nurse Practitioner DNP Sample Full-Time Program Plan
- Psychiatric Mental Health Nurse Practitioner DNP Sample Full-time Program Plan

**Sample Part-Time Programs**

- Gerontology/Adult Nurse Practitioner DNP Sample Part Time Program
- Family Nurse Practitioner DNP Sample Part-Time Program Plan
- Psychiatric Mental Health Nurse Practitioner DNP Sample Part-time Program Plan

**Psychiatric Mental Health Nurse Practitioner DNP Sample Full-time Program Plan**

Return to: Psychiatric/Mental Health Nurse Practitioner Track DNP

**Year 1**

**Fall**

**NURS 70000 - Theoretical Foundations of Nursing Science**
Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
Credits 3*

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

*coreq: NURS 70000
Hours 15 hours
Credits 1 cr.*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45
Credits 3*

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

*coreq: NURS 70000
Hours 15 hours
Credits 1 cr.*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.
Credits 3 cr.*

**NURS 74600 - Epidemiology of behavioral health and community mental health**
This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

Spring

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000

Hours 3 hrs.
Credits 3 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400

Hours 1 hr
Credits 1 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000

Hours 3 hrs
Credits 3 cr

Year 2

Fall
NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700,
coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.
Spring

NURS 71900 - Psychopharmacology

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700,
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700,
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800

Hours 2 hrs.
Credits 2 cr.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900,
coreq: NURS 78200

Hours 1 hr.
Credits 1 cr.

Year 3

Fall

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.
prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100

Hours 4.5 hrs.
Credits 4.5 cr.

Spring

NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200

Hours 22.5 hours – Seminar, 315 hours - Clinical
Credits 4.5 cr.

Year 4

Fall

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200

Hours 45
Credits 3
**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45  
Credits 3*

**Spring**

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400  
Hours 45  
Credits 3*

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

*prereq: NURS 80200  
coreq: NURS 71600  
Hours 45  
Credits 3*

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.  
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.*

**Summer**

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required.  
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.  
Hours 3  
Credits 3*
Year 5

Fall

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Spring

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Year 6

Fall
NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required  
Hours 15 hours lecture; 210 practicum hours  
Credits 3 cr.

Spring

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required  
Hours 33.75 hours lecture; 80 practicum hours  
Credits 3 cr.

Psychiatric Mental Health Nurse Practitioner DNP Sample Part-time Program Plan

Return to: Psychiatric/Mental Health Nurse Practitioner Track DNP

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45  
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45  
Credits 3
NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000  
Hours 15 hours  
Credits 1 cr.

NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000  
Hours 15 hours  
Credits 1 cr.

Spring

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course  
Hours 45  
Credits 3

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.  
Credits 1 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.
Year 2

Fall

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.*

**NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General**

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

*prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.*

Spring

**NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention**

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.*

**NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness**
This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

**prereq:** NURS 70000, NURS 78400  
**Hours** 1 hr  
**Credits** 1 cr.

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

**prereq:** NURS 70000, 70200, 70400, 74900, 71700, 75000  
**Hours** 3 hrs  
**Credits** 3 cr

**Year 3**

**Fall**

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

**prereq:** NURS 70000, 70200, 70400, 74900  
**coreq:** NURS 71700  
**Hours** 3 hrs.  
**Credits** 3 cr.

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

**prereq:** NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700, NURS 74800, NURS 75100, NURS 77800, NURS 77900

**Spring**

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the
PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700.
coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

Year 4

Fall

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in a variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.
Spring

NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Hours 22.5 hours – Seminar, 315 hours - Clinical
Credits 4.5 cr.

Summer

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Year 5

Fall

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

Spring
NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45*
*Credits 3*

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required.*
*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.*
*Hours 3*
*Credits 3*

Year 6

Fall

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400*
*Hours 45*
*Credits 3*

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required*
*Hours 30 hours lecture; 105 practicum hours*
*Credits 3 cr.*

Spring

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

*prereq or coreq: NURS 80000*
NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Summer

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

Year 7

Fall

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring
**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

*prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3*

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.*

**Psychiatric/Mental Health Nurse Practitioner Track DNP**

**Curriculum**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45
Credits 3*
NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 71900 - Psychopharmacology

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700, NURS 74800, NURS 75100, NURS 77800, NURS 77900

NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700,
coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.
NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs.
Credits 3 cr.

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.
NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.
PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3

NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
**NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention**

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose, manage, and treat individuals experiencing a range of complex mental health problems.

*prereq:* NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400

*coreq:* NURS 71900, NURS 74800, NURS 75100, NURS 77900

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

*prereq:* NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700

*coreq:* NURS 71900, NURS 74800, NURS 75100, NURS 77800

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

*prereq:* NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900

*coreq:* NURS 78100

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease
NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.
NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

 prereq: NURS 90003; Departmental permission required
 Hours 33.75 hours lecture; 80 practicum hours
 Credits 3 cr.

Doctor of Philosophy in Physics

Return to Physics and Astronomy

Doctor of Philosophy

Hunter College offers Doctor of Philosophy in Physics jointly with the Graduate Center. Students may be accepted into this Program with the approval of the Admissions Committee of the Doctoral Program in Physics at the Graduate Center.

Students enrolled in the Hunter College MA program who achieve satisfactory records and pass CUNY's first PhD examination may be admitted to the PhD program subject to the approval of the Admissions Committee of the Graduate Center. Courses taken in the Hunter MA program may be counted as part of the course work required for the PhD. Thesis research toward the doctorate may also be carried out at Hunter College.

Courses of Study

The student's course of study must have the approval of an adviser. Of the 60 credits of graduate work required for the degree, no more than 9 credits may be in first-level courses; with special permission, up to 18 credits may be taken in subjects other than physics. After students pass the First Examination, they are encouraged to choose a thesis field and adviser; these decisions should normally be made within the first year of study. Doctoral students are expected to attend the regularly held colloquia.

First Examination

The student must pass the First Examination, which includes quantum mechanics, analytic dynamics, electromagnetic theory, and general physics, which covers topics selected from the fields of atomic and nuclear physics, solid state, thermodynamics and statistical mechanics and optics. For students specializing in fluid-geophysics, an examination in that area may be substituted for the quantum mechanics part of the First Examination.

Second Examination

The Second Examination tests the student's knowledge of the general areas of physics bearing on his or her field of research as well as the student's readiness to undertake a specific piece of research. Detailed information concerning the examination is available from the Executive Officer.

Dissertation
The student is required to prepare the dissertation under the guidance of a thesis adviser. Upon completion, the dissertation will be submitted to the guidance committee appointed for the student. The degree is recommended upon approval of the dissertation by the committee and upon successful completion of an oral defense of the dissertation before the committee. The dissertation must be of such a caliber as to be acceptable for publication in a standard journal when suitably condensed.

College Teaching

Each student is required to participate in some teaching of undergraduate physics courses. Specific requirements are determined for each student in consultation with the Executive Officer and the Department Chairman. In special cases research may be substituted for this requirement.

FINANCIAL AID

Every student admitted for doctoral study in Physics will have financial support for five full years of study, as long as they remain in good academic standing and progress on schedule in their doctoral research. The five-year CUNY Science Scholarship includes a full tuition waiver, annual health insurance coverage and $24,000/year financial support.

Doctoral Program in Biological Sciences

Doctor of Philosophy

Students are encouraged to apply directly to the Doctoral Program in Biological Sciences, which is offered jointly by Hunter College and the CUNY Graduate School and University Center. Doctoral dissertation research is carried out in the Hunter College Department of Biological Sciences. A PhD in Biochemistry is also offered jointly with the CUNY Graduate School and University Center. For further information contact Professor Patricia Rockwell, 932 North Building, (212) 396-6202 or visit the Graduate Center website at http://www.gc.cuny.edu.

Hunter MA students who have been accepted to the joint Hunter College/CUNY Doctoral Program in Biological Sciences will have their required MA Comprehensive Exam as equivalent to a Doctoral First-Level Exam. If a Hunter College applicant is accepted into the Doctoral Program, a passing grade at the doctoral level on the exam will allow acceptance into the Doctoral Program as a Second-Level doctoral student.

Physical Therapy - DPT

The Physical Therapy program is a full time three-year post-baccalaureate Doctor of Physical Therapy degree curriculum. Upon completion of the program, students will receive a Doctor of Physical Therapy (DPT) degree. Please go to the Physical Therapy Program website for updated information on the present curriculum, the admissions requirements and process, open-house dates, and to download clinical experience and other forms. Physical therapists, as essential members of the health care team, address health maintenance and the prevention of disabilities, the identification and assessment of impaired motor function, and rehabilitation toward optimal health and function. The physical therapist provides therapeutic services to individuals of all ages with musculoskeletal, neurological, sensorimotor, cardiovascular, and other physiological dysfunctions. Physical therapists may be employed in hospitals and extended-care facilities, ambulatory clinics, school systems and sports medicine centers. They may also be self-employed professionals in private practice. The present graduate program is accredited by the Commission on

Administration

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Associate Professors: Babyar, Collins, Karpatkin, Lipovac

Assistant Professors: Holland, Rachwani, Silberman

Director of Clinical Education: Dr. Silberman

Website: www.hunter.cuny.edu/pt

Admission Requirements

Admission requirements for entry into the DPT degree program are described below. The bachelor's degree requirement for entry is based upon the CAPTE criterion that mandates that physical therapy programs are "built on a balance of course work in social sciences, humanities, and natural sciences, which is appropriate in depth and breadth, to develop the ability in students to think independently, to weigh values, to understand fundamental theory, and to develop skill for clinical practice, including critical thinking and communication." To be considered for acceptance, the following prerequisite course work and admission requirements must be met. Admission is once/year to begin the program in the Summer and is limited to 32 students.

1. A bachelor's degree from an accredited four-year institution by the end of the spring semester prior to entry into the DPT program
2. Two semesters of anatomy and physiology for science majors with lab (minimum 8 cr.)
3. Two semesters of physics for science majors with lab (minimum 8 cr.)
4. Two semesters of chemistry for science majors with lab (minimum 8 cr.)
5. Two semesters of psychology (we recommend but do not require one semester of developmental or child psychology).
6. One semester of college level math.
7. One semester of statistics
8. One semester of English composition (expository writing)
9. The Graduate Record Examination must be completed and scores sent to the Graduate Admissions office at Hunter College (ID # 2301)
10. Cardiopulmonary Resuscitation Certification by the American Heart Association or the Red Cross
11. An undergraduate grade point average (GPA), calculated from all college courses, of 3.0 or above
12. Documented clinical experience of at least 100 hours in the United States under the supervision of a licensed physical therapist, with a minimum of 50 hours in a hospital-based or rehabilitation setting.
   o Applicants may inquire at any hospital or other facility about volunteering in its physical therapy department as a means of gaining access to clinical experience. A Clinical Experience Form is available from our website. The completed documentation should be provided by the supervising physical therapist by the deadline of November 1 prior to the summer semester for which admission is sought.
13. Filing of an online application through the Graduate Admissions office at Hunter College by the November 1st deadline
14. Applicants invited for an interview with the faculty of the Hunter College Physical Therapy Department will be provided a topic to write an essay as determined by the department.

15. For applicants who have not studied in English-speaking countries, a score of at least 550 on the TOEFL examination

16. Students who have not completed up to 6 credits of prerequisites may be conditionally accepted for the incoming class, but all requirements must be met before the starting date of the program in the fall semester.

The application process is self-managed. Applicants must file online via a link from the Graduate Admissions Office of Hunter College. You do not need to submit official transcripts until we request them. However, you should submit electronically either a student copy of all college transcript(s) (or scan an official copy) and submit it electronically to the Hunter College Graduate Admissions Office. Either you or the person supervising your clinical experience must submit your completed Clinical Experience Forms to the Doctor of Physical Therapy Program at Hunter College, 425 East 25th Street, New York, NY 10010. Prepare a draft of your prerequisite checklist for input into the Graduate Application at the time you apply. Letters of reference (including letters [not clinical experience forms] from supervising physical therapists) will be uploaded by the person submitting the letter through the online application process. Documents submitted by eligible applicants will be reviewed for calculating cumulative and/or prerequisite GPA, clinical experience and other relevant experience in health care to identify those eligible for interviews. Subsequent to the interviews, a standardized scoring form will be used to evaluate each applicant, based on GPA, GRE and TOEFL scores, clinical experience, essay quality, and interview scores. Meeting these minimum requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources. The Hunter College Physical Therapy Program is dedicated to equal opportunity for all applicants who meet admission requirements.


Requirements for Graduation

The curriculum outlined below is effective with the class entering in 2018.

Specialization (Courses designated PT) 105 credits

First Year

Summer semester

PT 70100 - Clinical Anatomy

This course is an in depth study of the human body, with emphasis on the neurological, muscular and skeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions. Directed laboratory experiences are comprised of cadaver dissection and study of skeletal materials and anatomical models.

Prereq: Acceptance into the Physical Therapy Program with completion of all admission requirements

Hours 6 hrs.

Credits 4 cr.

PT 70200 - Medical Terminology
This programmed computerized self-study will provide students with the ability to analyze medical terms, define basic terms and abbreviations used in documenting health records and identify common terms related to diagnosis, therapies, and diagnostic tests. Explain the common rules for proper medical term formation, pronunciation and spelling medical terms.

prereq: Acceptance into the Physical Therapy Program with completion of all admission requirements.

Hours 1  
Credits 1  
Online

Fall semester

**PT 70300 - Foundations of Patient Care**

This course serves as an introduction to the physical therapy profession and includes the history and scope of physical therapy practice. Fundamental physical therapy handling skills are the focus of this course including functional training, monitoring vital signs, palpation, and massage. Documentation of physical therapy services is introduced. The course will be a combination of lecture, demonstration and lab practice.

prereq: Acceptance into the Physical Therapy Program

Hours 4  
Credits 2

**PT 70400 - Ethical and Psychosocial Dimensions of Physical Therapy Practice**

This course examines the multifaceted role of the physical therapist in the health care delivery system, introducing students to PT practice, methodology and professionalism as well as to the psychosocial aspects which mediate physical therapy interactions.

prereq: Acceptance into the Physical Therapy Program

Hours 3  
Credits 3

**PT 70600 - Upper Extremity Kinesiology & Assessment**

The structure and function of joints and muscles will be reviewed for the upper extremities, head and neck. Clinical applications for functional movement and biomechanical principles are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the upper extremities, head, and neck.

prereq: Acceptance into the physical Therapy Program

Hours 3  
Credits 2

**PT 70700 - Research Design and Methods**

Introduction to the scientific methods of inquiry, approaches to data analysis, types of experimental designs and their application to physical therapy research and practice.

prereq: Acceptance into the Physical Therapy Program

Hours 3  
Credits 3
PT 70800 - Human Physiology and Exercise Physiology

This course provides an overview of cellular structures and functions which regulate body homeostasis from the point of cell division and genetic control of protein synthesis.

prereq: PT 70100, PT 70200
Hours 5  
Credits 5

PT 70900 - Physical Modalities - Clinical Decision Making and Application

Principles and practical application of thermal, mechanical, electromagnetic and other energies in physical therapy is presented. This course is an introduction and comprehensive review of the physical modalities that are commonly employed in the physical therapy clinic for evaluation and treatment of various physical dysfunctions.

prereq: PT 70100
Hours 4  
Credits 3

Spring semester

PT 74000 - PT Prevention and Intervention

Students learn and practice basic concepts of mobility, ROM, and stretching techniques. Application of therapeutic exercise to a broad population of clients from acute care to sports rehab are discussed and practiced, including prevention and restoration of function. Therapeutic application of basic neurophysiological principles associated with strengthening are also presented and practiced.

prereq: PT 70600, PT 70800
Hours 6  
Credits 4

PT 75100 - Structure and Function of the Nervous System

This course provides an overview of microscopic, gross, and developmental anatomy of the human nervous system with emphasis on neurological process, structural and functional relationships. A local progression of information from molecular and cellular levels, to systems and regions provides a framework for students to understand neural organization.

prereq: PT 70100, PT 70800
Hours 3  
Credits 3

PT 75200 - Lower Extremity Kinesiology and Assessment

The structure and function of joints and muscles will be reviewed for the lower extremities and trunk. Clinical applications for posture and gait evaluation are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the lower extremities and trunk.

prereq: PT 70100, PT 70800
Hours 4 hrs.
Credits 2 cr.

PT 75500 - Introduction to Clinical Education

This course is designed to introduce the student to the principles and theories of educational and clinical strategies.

prereq: PT 70100, PT 70300, PT 70400
Hours 2
Credits 1

PT 77000 - Directed Research I: Critical Inquiry

To provide students with basic patterns of research from review of the literature to the design of an appropriate research project in the clinical physical therapy environment.

prereq: PT 70700
Hours 1
Credits 1

PT 78000 - Clinical Medicine for PT

This course provides an overview of disease and injury with an emphasis on conditions encountered in physical therapy. Student understanding of altered structural and physiological processes and how they apply to physical therapy assessment and treatment are expectations of this course.

prereq: PT 70100, PT 70800
Hours 3
Credits 3

PT 79000 - Pulmonary Physical Therapy

This course is designed to promote clinical reasoning skills in the examination, assessment, and intervention design for patients with pulmonary dysfunctions. A series of lectures, demonstrations, and laboratory experiences will explore the issues related to the management of the patient with a pulmonary disorder. Issues to be examined will include matters relating to professional behavior, scientific knowledge, clinical knowledge, critical analysis, and the competent performance of clinical interventions.

prereq: PT 70100, PT 70800
Hours 3
Credits 2

PT 79500 - Integumentary System: Assessment and Intervention

The course focuses on evaluation and management of individuals with integumentary dysfunction. Anatomy and physiology of the skin and the principles involved in normal wound healing are presented. Evaluation and management of individuals with burns and wounds based on clinical presentation will be covered in a lecture and practical format. Wound prevention and patient education will also be included as part of integumentary management.

prereq: PT 70100, PT 70800
PT 80900 - Directed Research II

Implement the research project at the designated locations and start data collection once all IRB approval(s) are in hand. Continue until data collection is completed.

prereq: PT 70700
Hours 1
Credits 1

PT 80300 - Differential Diagnosis and Intervention in Clinical Orthopedics I

This course is designed to promote clinical reasoning skills in the examination, assessment, and intervention in patients with orthopedic dysfunctions. Issues related to orthopedic dysfunction will be explored in a laboratory format.

prereq: PT 75100, PT 75200, PT 79000
Hours 3
Credits 2

PT 80400 - Introduction to Neurological PT

Foundations, examination, and interventions for the treatment of disorders of the Central Nervous System. Motor patterns of recovery and techniques as taught by Brunnstrom will be presented. Concepts of Motor Control and Motor Relearning Programs will enhance students' application of these techniques within the context of modern movement science.

prereq: PT 75100, PT 75200
Hours 5
Credits 2

PT 80500 - Musculoskeletal Examination I

Basic examination techniques utilizing selective tissue tension tests that will be applied to evaluate and diagnose lower extremity orthopedic conditions. Joint and soft tissue mobilization techniques and specific exercises will be applied as the Physical Therapy intervention for these diagnoses.

prereq: PT 74000, PT 75200, PT 78000
Hours 6
Credits 3

PT 80600 - Clinical Experience I
The first of four clinical internships in an acute care hospital setting or other setting appropriate for the objectives of this course. Under the supervision of a licensed physical therapist, the student will integrate and apply course work to provide quality care in the evaluation and treatment of patients with a variety of diagnoses.

**prereq:** PT 74000, PT 75200
**Hours** 6 weeks full time
**Credits** 3

This course is a full-time clinical externship scheduled for the last six weeks of the fall semester.

**PT 80800 - Differential Diagnosis in Neurological Evaluation**

A system of testing peripheral, central and autonomic nervous system function will be presented with an emphasis on specificity and sensitivity of the tests. Assessment of clusters of signs and symptoms that are used in clinical problem solving will be addressed.

**prereq:** PT7400, PT 75200
**Hours** 3
**Credits** 1

**PT 81100 - Cardiac Rehabilitation**

This course is designed to promote clinical reasoning skills in the examination, assessment, and intervention design for patients with cardiopulmonary dysfunctions. A series of lectures, demonstrations, and laboratory experiences will explore the issues related to the management of the patient with a cardiopulmonary disorder. Issues to be examined will include matters relating to professional behavior, scientific knowledge, clinical knowledge, critical analysis, and the competent performance of clinical interventions.

**prereq:** PT 70100, PT 70800
**Hours** 3 hrs.
**Credits** 2 cr.

**PT 81500 - Physical Therapy in Acute Care**

This course is designed to introduce the student to the knowledge and skills necessary for a physical therapist to function in the acute care hospital setting. The student will be introduced to the various patient populations in the acute care hospital and the various roles and responsibilities of the physical therapist in this complex setting.

**prereq:** PT 74000, PT 75200, PT 78000
**Hours** 2
**Credits** 1

The courses listed above take place during the first nine weeks of the semester.

**Spring semester**

**PT 80700 - Proprioceptive Neuromuscular Facilitation**

The historical and theoretical framework of Proprioceptive Neuromuscular Facilitation (PNF) that will serve as the foundation for learning these specialized hands-on exercise techniques. Students will apply the principles for training of the trunk and extremity musculature to potential patients with musculoskeletal, neuromuscular and cardiopulmonary dysfunction.
prereq: PT 80600  
Hours 3  
Credits 1

PT 81000 - Neurological Interventions I

The course includes a description of the principles of rehabilitation, etiology of spinal cord injury and traumatic brain injury, anatomical and physiological considerations, and understanding of special problems faced by adults with physical disabilities, evaluation and treatment techniques, an understanding of adapted equipment and wheelchairs, evaluation of the home environment and appropriate modifications.

prereq: PT 80800, PT 80900  
Hours 5  
Credits 3

PT 82000 - Differential Diagnosis and Intervention in Clinical Orthopedics II/Radiology and Imaging

Etiology and therapeutic management of selected orthopedic conditions of the upper extremity. Introduction to radiology and many of the imaging techniques used in the diagnosis of soft tissue injuries and pathological conditions.

prereq: PT 80800, PT 80900  
Hours 3  
Credits 3

PT 83000 - Orthotics and Prosthetics

This course is designed to orient the student to the role and responsibilities of the physical therapist in the field of prosthetics and orthotics. This course emphasizes advanced evaluation of normal and abnormal gait with implications for treatment intervention in order to prepare the student for working with amputees and patients requiring orthotics in the clinical setting.

prereq: PT 75200, PT 80500, PT 80800  
Hours 2  
Credits 2

PT 85000 - Musculoskeletal Examination and Interventions II

Basic examination techniques utilizing selective tissue tension tests will be applied to clarify common upper extremity orthopedic diagnoses. Joint and soft tissue mobilization techniques and specific exercises will be applied as the Physical Therapy intervention for these diagnoses. Splinting for hands will be introduced. Spinal pathophysiology, back, school, work hardening programs and ergonomics will be presented.

prereq: PT 75200, PT 80300, PT 80500  
Hours 5  
Credits 3

PT 84000 - Differential Diagnosis and Intervention in Clinical Neurology

This course describes specific neurological systems and presents the clinical implications of disease or injury on each of these systems. Differential diagnosis of various peripheral nervous system and central nervous system disorders will
be emphasized. The therapeutic management and scientific basis of various neurological conditions are addressed.

**prereq:** PT 80400, PT 80800  
**Hours 3**  
**Credits 3**

**PT 88200 - Pediatric Development and Assessment**

Through lecture, laboratory experiences, discussion, videos and assigned readings, the student will be able to examine and understand normal and abnormal human development; theory and practice of physical therapy intervention in developmental disabilities.

**prereq:** PT 70600, PT 74000, PT 75200, PT 80300  
**Hours 2**  
**Credits 2**

**PT 88800 - Directed Research III: Presentation Tactics**

Strategies for effective presentation of research findings in a professional forum.

**prereq:** PT 80900  
**Hours 1 hr.**  
**Credits 1 cr.**

**Third Year**

**Summer semester**

**PT 88600 - Clinical Experience II**

This is the second of four clinical externship placements throughout the curriculum. A ten-week full-time placement is required for this clinical education experience. The purpose of the placement is to provide a hands-on patient care environment under the supervision of a licensed physical therapist. Clinical faculty serve as the direct instructors providing students with regular feedback. Students and CIs are monitored by the Director of Clinical Education (DCE) during this second clinical education experience.

**prereq:** PT 80600, PT 84000, PT 88200  
**Hours 10 weeks full-time**  
**Credits 5**

**PT 88700 - Clinical Decision Making**

This seminar will bring students together to integrate clinical decision making through case studies, case scenarios, administrative issues and the resolution of conflict within the workplace.

**prereq:** PT 80600, PT 84000, PT 85000  
**Hours 1**  
**Credits 1**

**Fall semester**
PT 87000 - Health Promotion Through the Lifespan

This course defines the role of physical therapy in health prevention, promotion, and wellness. Wellness throughout the life span is emphasized through incorporating the interrelationships between physical activity, stress and mind-body connections and nutritional health.

_prereq: PT 80600, PT 80700, PT 80900
Hours 2
Credits 2

PT 87200 - Topics in Physical Therapy

A course designed to cover clinical topics through lectures and laboratory classes taught by clinical specialists in physical therapy.

_prereq or coreq: Acceptance into the Doctor of Physical Therapy Program
Hours Variable (minimum of 15)
Credits Variable (minimum of 1)

PT 88000 - Neurological Interventions II

Foundations, assessment procedures, and application of classical therapeutic exercise with a neurophysiological basis for the treatment of adult and pediatric disorders of the Central Nervous System, with emphasis on the techniques taught by the Bobaths (Neurodevelopmental Treatment).

_prereq: PT 81000
Hours 4
Credits 2

PT 88100 - Seminar in Departmental Organization and Management

This course is designed to provide information and develop skills to manage an organized physical therapy service. There is an emphasis on effective management principles including organizational structure, human resource management, fiscal planning, department design, continuous quality improvement and risk management. The course will also describe the external environment of health care delivery, such as, government regulation, professional ethics and medical-legal issues.

_prereq: PT 80600, PT 82000, PT 84000
Hours 3
Credits 3

PT 88300 - Pharmacology for PT and Systems Review

This course provides an overview of previously covered physiology and pathophysiology of different body systems and provides rationale for use of drugs and other available treatments in different diseases. Indications, contraindications, side effects of commonly used medications receiving physical therapy services are presented.

_prereq: PT 81000, PT 85000
Hours 3
Credits 3
**PT 83500 - Physical Therapy in Geriatrics**

This course is designed to foster the students' knowledge, understanding, and skills necessary to provide physical therapy to the older adult. Students will examine the aging process across physiological systems for individuals with and without other co-existing conditions. The patient management model (examination, evaluation, diagnosis, prognosis, treatment planning, intervention, and outcomes) will be discussed as it applies to this population.

*prereq: PT 70400; PT 78000; PT 84000
Hours 1
Credits 1*

**PT 88400 - Musculoskeletal Examination and Intervention III**

Advanced management of the spine including selective tissue testing techniques. Selection of appropriate physical therapy interventions for individuals with spinal dysfunction (excluding spinal cord injury); ergonomics, joint and soft tissue mobilization; back exercise; and neural tension testing.

*prereq: PT 80500, PT 82000, PT 85000
Hours 5
Credits 3*

**PT 88500 - Electrodiagnosis**

This course focuses on the physiological basis and techniques of the electrodiagnostic evaluation of the neuromuscular system through the use of nerve conduction studies and needle electromyography. Students learn the application of these techniques to the upper and lower extremities, and the interpretation of results/reports through case studies. Surface and needle kinesiological electromyographic recordings for research application will be examined.

*prereq: PT 81000; PT 84000
Hours 1
Credits 1*

**PT 89500 - Directed Research IV: Manuscript Preparation**

Students will complete the research project and prepare a publishable manuscript.

*prereq: PT 88800
Hours 1
Credits 1*

**Spring semester**

**PT 88900 - Clinical Experience III**

This is the third of four clinical internship placements throughout the curriculum.

*prereq: PT 88600, PT 84000, PT 85000
Hours 9 weeks
Credits 4.5 cr.*
PT 89000 - Clinical Experience IV

This is the fourth of four clinical internship placements throughout the curriculum.

prereq: PT 88950
Hours 9 weeks (full-time)
Credits 4.5

Grading Policy

Academic and Clinical Education Grading Policy Summary

Students are required to maintain a cumulative GPA of 3.0 or above to remain in good academic standing (refer to section on Academic Policies & Regulations in this catalog). Students earning a grade below C in any required academic course in the physical therapy program will not be permitted to continue the sequence of physical therapy courses. A meeting with the faculty will be scheduled to discuss whether the student should take a leave of absence in order to retake the course and reapply for admission at least two months before the beginning of the semester in which the student plans to resume studies. The total time permitted for completion of the physical therapy program curriculum is five years (see section on Degree Requirements in this catalog). This will not prevent the student from continuing at Hunter College in another major area.

If a student repeats a failed course, it is required that a grade of C be earned in the repeated course and that the student’s GPA remain above 3.0. If the student earns below a C grade in the repeated course, the student will be offered counseling toward another major area. Students are permitted to repeat only one course while enrolled in the Physical Therapy Program, and they are permitted to repeat that course only once. This policy also applies to clinical affiliation grades, which are credit/no credit (CR/NC). A student is limited to repeating one clinical affiliation throughout the entire curriculum sequence. If a clinical affiliation is graded no credit (NC), the student is placed in one make-up clinical affiliation. This make-up clinical affiliation, and any and all remaining clinical affiliations, must be graded as credit (CR) for successful continuation and graduation from the program. The grade of credit (CR) or no credit (NC) does not influence the student’s GPA. If a student withdraws from any course, the Academic Policies & Regulations as stated in the Hunter College Graduate Catalog will be followed.

The grading policy in courses which include a practical (laboratory) examination or checkout as part of the grade is determined by the faculty member teaching the course. Students must pass all practical examinations. The policy for the passing criteria is included in the course syllabus.

Summary of DPT Graduation Requirements

- Complete all required coursework as outlined in curriculum table with cumulative GPA at or above 3.0
- Two Professional Development Experiences (no credit) are required. This requirement can be fulfilled through participation in continuing education courses, attending American Physical Therapy Association state and national conferences, presentation of research at state and national conferences, completion of faculty-approved independent study, etc. Courses in different concentrations of PT are recommended.
- Present final research project to the program faculty and students either as a platform and/or a poster.

Adolescent Chinese - MA
The master's degree program (Academic Plan: CHINAE-MA) prepares candidates to teach Chinese in grades 7-12 to students of diverse backgrounds, abilities and interests. This program is not designed for individuals who already have NYS certification in Chinese 7-12.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 and a major in Chinese with a GPA of at least 3.0, including a minimum of 18 credits in Chinese literature above the intermediate level and oral proficiency at the advanced low level of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI);

OR

Applicants who do not have a Chinese major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits can take two exams to meet the Chinese coursework requirement: the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT) administered by American Council on the Teaching of Foreign Language (ACTFL). Candidates must achieve a minimum score of advanced-low on each to meet the admission requirement and must achieve a passing score on the on-site written test in Chinese/English about Chinese literature.

PLUS (for ALL applicants)

2. A general education core in the liberal arts and science to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references.
4. A personal statement.
5. An interview conducted in Chinese/English with program adviser.
6. An on-site English writing sample.
7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan
Total Credits: 37-38

Education Courses

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500
coreq: One of the following must be a Co-req:
SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 72100 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

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

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.
prereq or coreq: SEDF 70400 or permission of the adviser
Credits 3

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

This course aims to familiarize prospective school teachers, grades 7-12 with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser
Hours 30 hrs plus 36 hrs fieldwork
Credits 2

- Take either -

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

Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser.
Hours 60 days, 30 hrs seminar plus workshops and conferences,
Credits 5

- Or -

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take CHND 74110 must also take CHND 74120.

prereq or coreq: CHND 71200 or permission of the adviser.
Hours 30 hrs plus conferences
Credits 2

- Plus -

CHND 74120 - Practicum in Chinese, Grades 10-12
Supervised practicum for teachers of Chinese in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take CHND 74120 must also take CHND 74110.

prereq or coreq: CHND 71200 or permission of the adviser.
Hours 30 hrs plus conferences,
Credits 2

Chinese Courses

CHIN 70100 - Chinese Phonology and Romanization

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

Hours 3
Credits 3

CHIN 70300 - Chinese Orthography and Lexicology

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

Hours 3
Credits 3

CHIN 70200 - Modern Chinese Pedagogical Grammar

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

Hours 3
Credits 3

- Advanced Language and Culture Training (may choose 1 or more) -

CHIN 70500 - Topics in Advanced Conversation

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

Hours 3  
Credits 3  

**CHIN 70600 - Topics in Advanced Writing**

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

Hours 3  
Credits 3  

**CHIN 70700 - Topics in Advanced Reading**

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

Hours 3  
Credits 3  

**CHIN 70800 - Topics in Chinese Culture and Society**

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

Hours 3  
Credits 3  

**CHIN 70900 - Independent Study**

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

Credits 1-3  

Notes:
1. Students who enter with initial or professional certification in adolescent education in another area will not be required to take any SEDC or SEDF courses. They will be required to take all CHIN and CHND courses in the program.
2. The minimum number of credits for the degree for students who enter with certification in adolescent education is 24 credits. Please see your administrative advisor to clarify the degree requirements for the adolescent Chinese education program.
3. Students without certification may be exempted from up to 6 credits based on prior equivalent coursework.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Mathematics - MA

This master's degree program provides advanced coursework in methods of teaching mathematics to those who already have NYS initial certification in Mathematics 7-12, or teachers who hold professional or permanent certification seeking to further their knowledge/skills, and gain additional graduate credits.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0
2. New York State Certification in Mathematics Grades 7-12.
3. Students must have at least 24 undergraduate credits in mathematics with a B average, including courses in Calculus and Linear Algebra.
4. Students with a master's degree in mathematics or mathematics education must have a GPA of at least 3.0 in their graduate courses, with a B average in mathematics courses.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study
Academic Plan: MATHAE-MA

Total Credits: 30

CEDC 74000 - Contemporary Mathematics in the Elementary School

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

Hours 45 hrs.
Credits 3

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

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

SED C 73100 - Seminar in Mathematics Curriculum, Grades 7-12

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

SED C 73200 - Research Seminar in Mathematics Education, Grades 7-12

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

MATH 62000 - Secondary School Mathematics from an Advanced Perspective I

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

prereq: Calculus II and a course in linear or matrix algebra
Hours 3 hrs
Credits 3 cr
Open only to Teacher Education Program students.

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra
Hours 3 hrs
Credits 3 cr

MATH 63000 - Secondary School Mathematics from an Advanced Perspective II
Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

*Hours* 3 hrs.  
*Credits* 3 cr.  
*Open only to Teacher Education Program students.*

**STAT 61400 - Data Analysis Using Statistical Software**

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

*prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.*  
*Hours* 3 hrs.  
*Credits* 3 cr.  
- Electives (Choose 2): Any MATH or STAT 600 or 700 Level Course (6 cr)

**Exit Requirements**

1. An overall GPA of 3.0.  
2. Maintain a valid and appropriate NYS certification.  
3. Complete the Dignity for All Students Act (DASA) workshop.

**Animal Behavior & Conservation-MA**

**Program**

The growing scientific and public sentiment, awareness, and interest in conservation and animal welfare science and the importance of enrichment for zoo, laboratory, and farm animals, recently reflected in new legislation and in zoo policy has created a growing need for highly trained scientists and professionals. This 36-credit Master's Program within the Psychology Department prepares students interested in animal behavior and conservation (ABC) to develop and enhance their research skills and understanding of the behavior of animals and to acquire credentials for employment in fields related to ABC.

**Admission Requirements**

Students must hold a bachelor's degree comparable to that from Hunter College. Twelve undergraduate credits in psychology, including courses in statistics and experimental psychology, are generally required; however, students lacking this but with high undergraduate GPA and general GRE scores may be admitted without a strong background in psychology. Applicants are ranked according to their undergraduate grade point average, GRE exam scores, letters of recommendation, and personal statement, as well as prior course work and experience relevant to animal behavior and conservation. General GRE scores are optional for those students who hold the Advanced Certificate in Animal Behavior and Conservation from Hunter College.

**Note:** There is no foreign-language requirement for the MA in psychology.

**Curriculum**
The MA consists of 36 credits in graduate-level course, and all courses listed carry three credits. Most courses are offered after 5:30 p.m. so that students can work while in the program. The sequence of course offerings enables students taking 3 courses (9 credits) per semester to graduate in 2 years.

Required Courses 18 credits

**PSYCH 69000 - Independent Research in Psychology**

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review. May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69100 PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.

*Hours* 3 hrs.
*Credits* 3 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

**PSYCH 73900 - Research Methods in Animal Behavior (A, B)**

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

*Hours* 2 hrs lecture, 2 hrs lab,
*Credits* 3 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

-or-

**PSYCH 70100 - Advanced Experimental Psychology I**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

*prereq: a graduate course in statistics*

*Hours* 2 hrs lecture, 2 hrs lab,
*Credits* 3 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

-or-

**PSYCH 74700 - Experimental Social Psychology**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi
factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics
Hours 2 hrs lecture, 2 hrs lab.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent
Hours 2 hrs lecture, 2 hrs conf or lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor
Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 3 hrs including conference.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

Elective Courses (minimum of 9 credits from the following)

**PSYCH 64100 - Comparative Psychology (B)**

Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

*Hours 3 hrs including conference,
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.*

**PSYCH 69000 - Independent Research in Psychology**

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review. May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69100 PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.

*Hours 3 hrs.
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission*

**PSYCH 69100 - Independent Research in Psychology**

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000, such as a literature review, a pilot study, or acquisition of a new research technique or skill.

*Hours 1 hr.
Credits 1 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission*

**PSYCH 69200 - Independent Research in Psychology**

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000 but more extensive than that required for PSYCH 69100. This may involve a literature review, a pilot study, or acquisition of a new research technique or skill.

*Hours 2 hrs.
Credits 2 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the
Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor’s permission.

**PSYCH 71600 - Animal Behavior I: Mechanisms of Behavior (B)**

History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and biorhythms); animal orientation and communication; cognitive ethology and culture.

*Hours 3 hrs including conference,*
*Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

**PSYCH 71751 - Field Study in Animal Behavior and Conservation (B)**

Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

*Hours 3 hrs including conference.*
*Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

**PSYCH 71800 - Ethology (Animal Behavior II – Behavioral Ecology) (B)**

Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology.

*Hours 3 hrs including conference,*
*Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

**PSYCH 73000 - Psychology of Learning (B)**

Contemporary phenomena and theories about learning and behavior, including both animal and human examples of learning phenomena with a focus on basic processes.

**PSYCH 75400 - Applied Animal Welfare & Behavior (B)**

Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g. enrichment and training) and animal welfare assessment tools will be described and evaluated.
PSYCH 75700 - Animal Thinking and Communication (S, B)

This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

prereq: PSYCH 71700 or permission of instructor or of Animal Behavior and Conservation Coordinator
Hours 3 hrs.
Credits 3 cr.

PSYCH 75800 - Conservation Biology/Psychology

An understanding of biodiversity, human impacts on biodiversity, the theory and practice of maintaining biodiversity in a developing world, and the social psychology of motivating action to protect nature. Special emphasis will be placed on how human and animal behavior threatens biodiversity. This course serves a basis for more specialized courses and provides the framework within which behavioral studies are implemented to inform conservation action with special consideration of factors that influence desire and willingness to take such actions.

prereq: Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.
Hours 3 hrs. including conferences
Credits 3 cr.

PSYCH 75000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area – varies from semester to semester.

Hours 3 hrs including conference.
Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

*NOTE: Special Topics courses and Independent Research projects related to ABC will depend upon student and faculty interests. Recent topics included Companion Animals in Society and Conservation Biology/Psychology. ABC students may also meet the elective course requirements by taking courses in any department such as Anthropology and Geography with permission of the Director of the ABC program.

Breadth Requirement

ABC students satisfy a breadth requirement by taking a 3-credit course in the applied psychology area and a 3-credit course in the social/cognitive/developmental area of psychology.

Thesis Requirement

The MA thesis is a report of individual research supervised by a faculty member in the Hunter College Department of Psychology. The thesis must be approved by the student’s thesis committee, consisting of the supervisor plus at least another reader, and by the ABC Director. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Anthropology - MA
Program

The Department of Anthropology at Hunter College offers the only master's program in anthropology within the CUNY system. The program offers courses in cultural anthropology, biological anthropology, archaeology, and anthropological linguistics, in order to prepare students for careers in research, teaching and applied fields.

The program offers many courses in the evening to accommodate students who hold full-time jobs. Virtually all students who complete the MA program and apply to PhD programs at other institutions are admitted to a program. Some MA students are accepted to PhD programs before completing the requirements for the Hunter MA. Hunter MA students may take courses at the CUNY Graduate Center. Most of the Hunter anthropology faculty are also members of the faculty of the Graduate Center's doctoral program in anthropology. Students are encouraged to participate in faculty research, much of which is externally funded, providing limited opportunities for part-time employment. Scholarships and grants are also available for students in the program to participate in field schools and to conduct field research. Please see our website and contact the graduate adviser for more information.

Requirements for Admission

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

Requirements for the Degree

Requirements for the MA in Anthropology

A minimum of 30 credits beyond the BA.

1. Required Courses (9 credits)

**ANTH 70100 - Foundations of Anthropology**

Surveys history and methods of anthropology, and provides an introduction to the social theories employed in anthropological research.

*Hours 3 hrs, including conferences.*

*Credits 3 cr*

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

**ANTH 70400 - Field Research**

*Hours 3 hrs, including conferences.*

*Credits 3 cr*

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

**ANTH 72200 - Research Design in Anthropology**

Introduction to core principles of research design employed in anthropology, including training in the central methods used in each subfield.
Additional Information

Students are required to pass these courses with a grade of B- or better. Students are strongly advised to complete these courses early in their graduate training.

2. Electives (21 credits)

The program of study should be chosen to achieve a specialized knowledge in one of the four fields of the discipline: anthropological linguistics, anthropological archaeology, biological anthropology, and cultural anthropology. Alternatively, students, in consultation with the graduate advisor, can create a course of study that combines courses in different fields. Students may also use courses from other departments to fulfill their program requirements with the approval of the graduate advisor.

4. Foreign Language Requirement

A reading knowledge of at least one foreign language appropriate to the field of specialization, or a demonstrated competence in statistics is required. Consult the graduate adviser for more information.

5. A Master's Thesis or Comprehensive Exam

Art History - MA

Program

The MA in art history, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

Admission Requirements

Applicants are admitted in both fall and spring semesters. The applicant must have completed 12 credits of undergraduate courses in art history. Reading knowledge of a foreign language (French, German, or Italian) is required. All supporting material requested by the college’s Graduate Admissions Office (GRE score, official transcript, two to three letters of recommendation, and a writing sample) as well as the completed on-line application form must be supplied by the application deadlines. Application Deadlines: for fall admission, February 1; for spring admission, October 1.

Program Requirements

Curriculum

1. Course Requirements
1. ARTH 60200 Research Methods of Art History (3cr), as early as possible in a student’s course of study.
2. One course must be taken in art historical theory or historiography, such as ARTH 73400, or a special topics course directly related to one of these areas (3cr).
3. Three courses from three of the following four areas (9cr):
   - Ancient and Medieval Art
   - Renaissance, Baroque, and 18th-century Art
   - Modern (19th- or 20th-century) and American Art
   - Non-Western Art
4. Three electives in Art History or other courses approved by the department (9cr).
5. Masters Thesis (6cr):
   - ARTH 79900 Thesis Research
   - ARTH 80000 Thesis Writing

2. Permission of the graduate adviser:

With the permission of the graduate adviser, candidates for the MA in art history may take up to 6 credits in studio courses or in courses in related areas.

Additional Information

Transfer students

Students may apply for transfer of up to, but no more than, 9 credits from another institution (including the Graduate Center of the City University of New York). Permission to transfer credits is not guaranteed and is considered on a case by case basis.

Examinations

Students must take and pass two examinations before they are permitted to proceed beyond 15 credits. It is recommended that they take these examinations as early in their careers as possible. Both examinations are given once each semester.

Language Examination:

Students must demonstrate their ability to use at least one foreign language as a research tool by passing a written examination in French, German, Italian, or Spanish.

Comprehensive Examination:

Passing a written examination in the history of art is required of all candidates.

Mid-program evaluation:

The progress of each student will be reviewed upon the completion of 15 credits. Students will be permitted to proceed if they have demonstrated proficiency in writing and research skills and have passed the comprehensive and foreign language examinations.
Incomplete credit:

Students with 6 credits of IN ("Incomplete") will not be permitted to register for courses.

Facilities

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

Galleries

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

The 205 Hudson Gallery is located in the MFA facility at 205 Hudson Street in Tribeca. The 3500-sq. ft. space houses MFA thesis exhibitions each semester as well as exhibitions curated by Hunter graduate students and faculty.

Hunter East Harlem Gallery is located in the Silberman School of Social Work on Third Avenue at 119th Street. It is devoted to exhibiting artists engaged in social practice, community projects, and other alternative forms of public art.

The Artist's Institute, located in Casa Lally on East 65th Street between Lexington and Third Avenues, is a research and exhibition space for contemporary artists and writers.

Scholarships and Travel Grants

Among the programs targeted scholarships are the Estrellita Brodsky scholarships which supports strong MA students working in Latin American and African American art history, and the Virginia Adams Award, which supports students working on pre-twentieth-century topics. Edna Wells Luetz/Joseph P. Riedel Scholarship provides support for Hunter College undergraduates pursuing graduate studies in the Department of Art and Art History. The Queen Sofia Spanish Institute Fellowship supports research travel for students researching topics in the Hispanophone world. The Joan Lazarus fellowships support both MA and MFA students working on exhibitions in the Hunter College Art Galleries. We have established ongoing paid internship relationships with the Dia Art Foundation and the Maria, Hans, and Renate Hofmann Trust, and working relationships with the Rauschenberg Foundation and, beginning in the 2018-19 academic year, Hunter MA students were able to participate in the Metropolitan Museum of Art's yearlong Curatorial Practice Seminar.

Program Adviser

Maria Antonella Pelizzari, Professor, Art History
apelizza@hunter.cuny.edu

Biochemistry - MA

Return to: Biochemistry
Requirements for Admission for Plan 1 and Plan 2

General admission requirements to Hunter's graduate programs are observed including GRE (verbal and quantitative reasoning); TOEFL (for foreign students whose native language is other than English). The GRE will be waived upon applicant's request, if documentation of professional experience in the field, or graduate-level academic work show adequate preparation to successfully pursue the degree.

In addition, the student must have completed the following courses: general chemistry (including qualitative analysis) (one year), quantitative analysis, organic chemistry (one year), physical chemistry (one semester lecture and laboratory), biology (one year), biochemistry lecture and laboratory (one semester). Deficiencies may be made up during the first three semesters of graduate study.

Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission).

Requirements for Admission for Plan 3

The general guidelines for admission to Hunter College will be followed. Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission). (Note, this new policy on GRE waiver will be applied to all three study plans). Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission). Students interested in Plan 3 should submit a written letter-of-intent to the advisor after being admitted to the M.A. Program in Biochemistry before the ending of the first semester of study. To qualify for this option, students must have completed 9-12 credits of graduate-level courses that can be transferred upon approval. Credits that counted toward graduation requirements for a baccalaureate degree cannot be transferred. In addition, the student should provide an evaluation letter from the thesis mentor indicating the student can complete the thesis within one year. In the event that the student fails to defend the thesis by the end of the first year of study, he/she could may request a one-year extension to graduate under the Accelerated Thesis Option. Alternatively, or in the event the request is denied, he/she has the option to chose to graduate under study Plan 2: The Thesis Option or Plan 1: the Comprehensive Exam Option, provided that he/she meets all requirements of the chosen Plan 2.

Requirements for the Degree

Comprehensive Examination or Thesis:

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

- Plan (1): A minimum of 30 credits of course work plus a passing grade in a comprehensive examination.
- Plan (2): A minimum of 24 credits of course work, plus 6 credits from a thesis on an original research problem. The thesis must be approved by the student’s adviser, and it must be defended before a thesis committee.

Courses:
The student must complete the following courses from the list below. Note that no more than 10 credits of 600-level courses may be taken.

**Plan (1):**

**BIOCHEM U71010 - Advanced Biochemistry 1**

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

Hours 3 hrs,
Credits 3 cr

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

**CHEM 64000 - Biochemistry I**

Proteins, enzymes, bioenergetics, recombinant DNA.

*prereq: 1 yr of undergraduate organic chemistry*

Hours 3 hrs.
Credits 3 cr.

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

**BIOCHEM U71020 - Advanced Biochemistry 2**

*prereq: BIOCHEM 71010 or equivalent*

Hours 3 hrs,
Credits 3 cr

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

**CHEM 64100 - Biochemistry II**

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

*prereq: CHEM 64000*

Hours 3 hrs,
Credits 3 cr

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

**BIOCHEM U75000 - Bioorganic Chemistry**

*Hours 3 hrs,
Credits 3 cr

Fall only, offered at the Graduate Center*

- BICM 77000 Physical Biochemistry

**CHEM 65000 - Biophysical Chemistry**
Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

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

Hours 4 hrs.
Credits 4 cr
Fall

Minimum of two courses from the following:

BIOL 71013 - Molecular Biology Lecture

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

prereq: 1 yr of organic chemistry

Hours 75 hrs,
Credits 5 cr
Fall only

BIOL 71401 - Cell Biology

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

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,
Credits 4 cr
Spring only

BIOL 70005 - Genetics

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

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,
Credits 4 cr
Fall only

BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,
Credits 4 cr
Spring only
BIOL 61000 - Workshop in Biotechnology

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

prereq: BIOL 71000 or permission of instructor
Hours 30 hrs/wk for 4 wks,
Credits 4 cr

Additional Requirements:

- BIOCHEM 71551
- BIOCHEM 71552
- BIOCHEM 71553
- BIOCHEM 71554
- BIOCHEM 71100

Any remaining or additional credits may be taken by choosing courses in Biology or Chemistry as electives, or by taking additional research credits (BIOCHEM 71201, BIOCHEM 71202, BIOCHEM 71203, BIOCHEM 71204).

A passing grade of the Comprehensive Exam given at the end of the study.

Plan (2):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry
Hours 3 hrs.
Credits 3 cr.

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

CHEM 64100 - Biochemistry II

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

prereq: CHEM 64000
Hours 3 hrs.
Credits 3 cr.
Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020 may be substituted, respectively by

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry
Hours 3 hrs.
Credits 3 cr.
Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.
BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent
Hours 3 hrs,
Credits 3 cr
Spring only, offered at the Graduate Center

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

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry
Hours 3
Spring only, offered at the Graduate Center

Minimum of one course from:

BIOL 71013 - Molecular Biology Lecture

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

prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
Fall only

BIOL 71401 - Cell Biology

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

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

BIOL 70005 - Genetics

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

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

BIOL 61000 - Workshop in Biotechnology

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

prereq: BIOL 71000 or permission of instructor
Hours 30 hrs/wk for 4 wks,
Credits 4 cr

Additional Requirements:

- BIOCHEM 71551
- BIOCHEM 71552
- BIOCHEM 71553
- BIOCHEM 71554
- BIOCHEM 71100
- BIOCHEM 79901
- BIOCHEM 79902
- BIOCHEM 79903

Any remaining credits may be taken as research credits (BIOCHEM 71201, BIOCHEM 71202, BIOCHEM 71203, BIOCHEM 71204)

Plan (3)

Minimum of 9 cr. Graduate-level courses that may come from any combination of three courses from the following three lists:

Hunter Chemistry:

- CHEM 63300 Computational Drug Discovery 3 cr.
- CHEM 66800 Structural Biology 3 cr.
- CHEM 67000 Introduction to Nanotechnology 3 cr.
- BIOCHEM U71010 Advanced Biochemistry 1 3 cr
• BIOCHEM U71020 Advanced Biochemistry 2 cr
• BIOCHEM U75000 Bioorganic Chemistry 3 cr

No more than two from the following Hunter Biology courses:
• BIOL 71013 Molecular Biology Lecture 5 cr
• BIOL 71401 Cell Biology 4 cr
• BIOL 70005 Genetics 4 cr
• BIOL 75003 Developmental Biology 4 cr

Graduate Center - Chemistry and Biochemistry:
• CHEM 81900 Topics in inorganic chemistry: Radiochemistry 3 cr.
• BICM 77000 Physical Biochemistry 3 cr.

Minimum of 21 cr. of research-related training:
• BIOCHEM 71551 Seminar in Biochemistry 1
• BIOCHEM 71553 Seminar in Biochemistry 1
• BIOCHEM 71554 Seminar in Biochemistry 1
• BIOCHEM 71100 Basic Laboratory Techniques for Research in Biochemistry 4
• BIOCHEM 71201 Advanced Laboratory Techniques for Research in Biochemistry 1 cr.
• BIOCHEM 71202 Advanced Laboratory Techniques for Research in Biochemistry 2 cr.
• BIOCHEM 71203 Advanced Laboratory Techniques for Research in Biochemistry 3 cr.
• BIOCHEM 71204 Advanced Laboratory Techniques for Research in Biochemistry 4 cr.
• CHEM 64900 Instrumental Analysis 5 cr. OR CHEM U79000 Basic Laboratory Techniques for Research in Biochemistry 4 cr
• BIOCHEM 79901 Thesis Research (Master's) 1
• BIOCHEM 79902 Thesis Research (Master's) 2
• BIOCHEM 79903 Thesis Research (Master's) 3

Biological Sciences - MA

Program

The degree is offered either as a terminal degree or as the first year toward the PhD within CUNY. Both introductory and advanced graduate courses are available at Hunter College.

Requirements for Admission

In addition to the general Requirements for Admission, the following departmental requirements must be met:

1. One year of organic chemistry with laboratory
2. One year of college physics
3. One semester of calculus and a second semester of either calculus or statistics
4. An undergraduate major in biology, botany, physiology, zoology, chemistry, physics, or other appropriate discipline with a minimum overall GPA of 2.7. A minimum of 18 credits in appropriate undergraduate science and mathematics courses should be presented. Chemistry or physics majors must offer at least one
year of appropriate life science for admission to any of the majors in the MA program in biological sciences including a semester of genetics, molecular biology or biochemistry.

5. TOEFL Test for international students with a non-English speaking background.

Note: Students may submit scores on the General Test of the Graduate Record Examination (GRE) (verbal and quantitative) to improve the likelihood of admission.

Requirements for the Degree

The program of course work, planned with the graduate adviser, is concentrated in one of the following major areas: molecular and cell biology, cancer biology, molecular and developmental genetics, molecular neuroscience, and biotechnology.

Required Courses

**BIOL 70005 - Genetics**

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

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,
Credits 4 cr
fall only

**BIOL 71013 - Molecular Biology Lecture**

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

prereq: 1 yr of organic chemistry

Hours 75 hrs,
Credits 5 cr
fall only

**BIOL 71401 - Cell Biology**

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

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,
Credits 4 cr
spring only

**BIOL 75003 - Developmental Biology**

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic
regulation in development.

**prereq or coreq:** BIOL 71013 and BIOL 71401

**Hours** 60 lec,

**Credits** 4 cr

**Spring only**

### Additional Information

Up to 4 credits of tutorial are accepted toward the degree. Only one 600-level course including courses outside Biological Sciences, such as Biochemistry may be credited toward the degree.

### Matriculated Students May Fulfill Requirements for the MA

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

- **Plan A - Comprehensive Exam Only:** A minimum of 30 credits of course work plus a passing grade in a written Comprehensive Examination in the areas covered by the four required core courses. The Comprehensive Examination is given annually in June. Only fully matriculated students who have completed all four required courses may take the comprehensive examination.

- **Plan B - Comprehensive Exam and Thesis:** A minimum of 24 credits of course work plus a passing grade in a written Comprehensive Examination and a minimum of 6 credits of original research that is summarized in a written thesis. The completed thesis must be approved by the student’s faculty mentor, the MA adviser, and the Office of the Dean of Arts & Sciences at least one month before the expected date of graduation. An oral presentation of the MA thesis is required.

### Courses for Non-matriculated Graduate Students

Students with a baccalaureate degree may register for some graduate courses without matriculation. After being admitted as a non-matriculating graduate student, students may take BIOL 70005 - Genetics (fall only) or BIOL 71401 - Cell Biology (spring only) without prior departmental permission. For all other courses, non-matriculating students must get permission directly from the course instructor. Specific graduate courses being offered each semester are listed at [http://registrar.hunter.cuny.edu/subpages/searchclass.shtml](http://registrar.hunter.cuny.edu/subpages/searchclass.shtml). There is no dedicated adviser for non-matriculating students who want to take graduate Biology courses. Non-matriculating students should see any Biology faculty member during regular office hours for advising. Please contact the department secretary at 212-772-5293 to find out faculty office hours.

### Biological Sciences MA with Specialization in Biotechnology

#### Admission Requirements

1. GPA 3.0
2. GRE (general part) to be taken before registering for 700-level courses
3. Baccalaureate degree in biology or related fields

#### Degree Requirements

30 credits plus a passing grade on a comprehensive examination or a thesis
Core Courses for the MA (21-28 credits)

BIOL 61000 - Workshop in Biotechnology

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

prereq: BIOL 71000 or permission of instructor
Hours 30 hrs/wk for 4 wks,
Credits 4 cr

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 are eligible for a 3-month internship as an opportunity to acquire research experience and additional skills in industrial/private laboratory settings. A paper on the internship is required.

prereq: BIOL 61000
Credits 3 months, 4 cr

BIOL 70005 - Genetics

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

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
Credits 4 cr
fall only

BIOL 71014 - Molecular Biology Laboratory

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

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

BIOL 71401 - Cell Biology

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

prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

Electives (5 -13 credits)

Additional Information

For additional elective courses, consult department adviser.

Computer Science MA

Master of Arts

There is demand in industry and in doctoral programs for master's-level computer science graduates who have both an understanding of the theoretical foundations of computing and expertise in its applications. The MA program in Computer Science at Hunter College bridges the gap between a traditional undergraduate degree and an advanced path for a student's future. Hunter College, recognizing the need for an affordable, conveniently located program in computer science, offers a master of arts in computer science.

Departmental Requirements for Admission

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

1. A BA or its equivalent, preferably in computer science, with a minimum GPA of 3.0 in the final 2 years of computer science and related course work.
2. Courses in: calculus I and II, linear algebra or matrix algebra, statistics, discrete structures, data structures, and computer systems.
3. Top 50th percentile on the Graduate Record Examination Quantitative Reasoning score

Note: Students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score that is required for graduate study in the School of Arts and Sciences at Hunter College must be achieved for admission into the Computer Science MA program. See: http://www.hunter.cuny.edu/graduateadmissions/faq/toefl-tse-twe-scores

Departmental Requirements for the Degree
Courses

Upon admission, each student is assigned an advisory committee to provide counseling and to approve a plan of study; the committee may waive pre- or co-requisites, if appropriate. A minimum of 30 credits is required for the degree. After completing 12 credits of core courses (CSCI 70500, CSCI 72400, CSCI 73000 and CSCI 74000), a student's curriculum is made up of either:

(i) 4 elective courses and a 6-credit thesis (18 credits total), or

(ii) 6 elective courses (18 credits total), at least one of which must be CSCI 79500 - Advanced Topics in Computer Science which will require a large programming project and a report; a passing grade on an exit examination must also be achieved.

The choice should be made in consultation with the student's advisory committee shortly after completing the core courses. The program of study may include up to 6 credits from a department other than computer science, provided the student receives proper approval from his or her advisors.

Areas of Concentration

Students may concentrate in one of 2 tracks within the Department of Computer Science: Research or Applied. After completing the core courses, in consultation with their advisory committee, students will choose a significant number of courses in one of these 2 areas.

Course Listings

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

Note: Your advisory committee may waive pre- or co- requisites if appropriate.

Core (12):

CSCI 70500 - Algorithms

Complexity and applicability of file and data manipulation techniques including searching, sorting, supporting internal and external data structures, sequential and random access methods, basic big data techniques and other topics.

prereq: departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 72400 - Computational Theory

Turing machine model for computation: multiple tapes, multiple heads and nondeterminism, space-bounded and time-bounded TMs; completeness theorems.

prereq: departmental permission
Hours 3 hrs
Credits 3 cr.
CSCI 73000 - Computer Systems

Terminology, function units, buses, DMA, interrupts, priorities, memory systems, I/O systems, parallel processing and networking.

**prereq:** departmental permission  
**Hours 3 hrs**  
**Credits 3 cr.**

CSCI 74000 - Computer Modeling and Simulation

Examination of major models of data systems; Petri nets, data flow diagrams, queuing theory, other topics.

**prereq:** departmental permission  
**Hours 3 hrs**  
**Credits 3 cr.**

**Applied Electives:**

CSCI 70100 - Theory of Operating Systems

Resources, concurrent processes, processor scheduling, probability models of sequencing, memory management, performance analysis models.

**prereq:** Departmental permission  
**Hours 3 hrs**  
**Credits 3 cr.**

CSCI 71000 - Contemporary Data Base Technology

Current techniques in technology; case studies of pioneering applications; next-generation breakthrough analysis; current research efforts.

**prereq:** Departmental permission  
**Hours 3 hrs**  
**Credits 3 cr.**

CSCI 71100 - Cloud Database Security and Integrity

Privacy requirements, computer system security; policy formation, authorization, data integrity, audit control; other topics.

**prereq:** departmental permission  
**Hours 3 hrs**  
**Credits 3 cr.**

CSCI 76000 - Computational Linguistics
Formal grammars, transformational models, augmented transition networks, design of parsers, parsing techniques, Determinism Hypothesis, other topics.

prereq: Departmental Permission
Hours 3 hrs
Credits 3 cr.

CSCI 76100 - Artificial Intelligence

Levels and types of knowledge, uses and induction of knowledge, logic, machine learning, scope and specificity choice of primitives, other topics.

prereq: departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 77100 - Software Engineering

Current techniques in technology, pioneering applications; analysis of next-generation breakthroughs and current research efforts.

prereq: Departmental permission.
Hours 3 hrs
Credits 3 cr.

CSCI 79500 - Advanced Topics in Computer Science

Topics will vary, dealing primarily with state-of-the-art material in computer science. May be repeated for a maximum of 6 cr.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

Research Electives:

CSCI 72200 - Formal Methods in Programming Languages

Data and control abstractions; backtracking and nondeterminism; the effects of formal methods for program description; proving correctness.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 75000 - Combinatorial Computing
Computer representation of combinatorial objects; back-tracking; generating and enumerating combinatorial objects; other topics

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 75100 - Cryptography
Problems and possibilities of encryption and decoding; traditional and contemporary methods of encryption and time/memory trade-off.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 75200 - Graph Theory I
Permutations and combinations, generating functions, advanced counting numbers, cycles, parity, conjugacy classes, graphs, other topics.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 75300 - Graph Theory II
Depth-first search, ordered trees, codes, optimization problem, sort-by-merge; applications of network flow techniques; other topics.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 79500 - Advanced Topics in Computer Science
Topics will vary, dealing primarily with state-of-the-art material in computer science. May be repeated for a maximum of 6 cr.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 79900 - Thesis Research in Computer Science
Thesis research. The course is open only to students selecting the thesis option. May be repeated for a maximum of 6 cr.

prereq: Permission of grad adviser

Hours 3 hrs
Credits 3 cr.

(Note that CSCI 79500 can count as an elective in either the Applied or Research track).

Total Credits required: 30

Dance Education - MA

This graduate program (Academic Plan: DANCED-MA) prepares candidates to teach Dance PreK - Grade 12 to students of diverse backgrounds, abilities and interests. The curriculum is enriched by repertory classes with New York City-based choreographers, international performance opportunities and internships at various venues.

This program offers three tracks (or subplans):

- TRACK 1 (Subplan: DANEDLNYS) is for those with at least 34 credits in Dance but who do not have NYS certification in Dance.
- TRACK 2 (Subplan: DANEDANYSC) is for those with initial NYS certification in Dance Education.
- TRACK 3 (Subplan: DANEDANYSM) is for those with at least 34 credits in Dance and have initial NYS certification in a subject area other than Dance.

Admission Requirements

Applicants must be admitted by both the School of Education and the Dance Department.

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 34 credits in dance with a GPA of at least 3.0 in dance.
3. **Track 1 Only:** General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
   - **Track 2 Only:** NYS certification in Dance Education.
   - **Track 3 Only:** NYS certification in a subject area other than Dance Education.
4. Applicants also need to submit a DVD or link to up to three clips of their creative work - between 5 and 15 minutes in total and a curriculum vitae.
5. A 3 credit course in special education that focuses on supporting students with disabilities in the general education classroom. Students without this course may be admitted conditionally and must take SPED 70800 in addition to other degree requirements.
6. Two professional references.
7. A personal statement.
8. An audition and interview.
9. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

DANCED-MA

Subplans

- Track 1: DANEDLNYSC
- Track 2: DANEDANYSC
- Track 3: DANEDANYSM

Total Credits

Track 1: 49
Track 2: 30
Track 3: 30

Courses for All Tracks

DAN 70100 - Graduate Dance Technique

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography. May be taken more than once for credit; required 3 times for MA, 2 times for BA/MA, 4 times for the MFA.

prereq: Admission to graduate dance program
Hours 3 hrs.
Credits 2 cr.

DAN 70500 - Maintenance of the Dancer's Instrument
An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background
Hours 3
Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3
This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

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

prereq: Acceptance into one of the graduate dance programs: BA/MA
Hours 3
Credits 1
This course is repeatable once for credit.

DAN 74000 - Aesthetics

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

prereq: Admission to one of the graduate dance programs
Hours 3
Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.
prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3
Credits 3

DAN 74600 - Special Topics in Dance

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

prereq: Admission to one of the graduate dance programs
Hours 3
Credits 3
Can be repeated for credit with different content areas

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

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

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

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

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

prereq: DANED 76000
Credits 3

Additional Courses for Track 1

DANED 76605 - Student Teaching (KC)
Teacher candidates complete a total of 60 days of student teaching (30 days of student teaching at grades pre-K-5 and 30 days at grades 6-12) under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty 4 times during their student teaching experience. All student teachers are required to participate in a seminar class meeting 1 hour per week for 15 weeks. A culminating professional project is required before graduation.

*prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200*
*Hours 60 days plus 15 hrs seminar*
*Credits 5*

This Key Course requires a grade of B or better.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,*
*Credits 3 cr*

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,*
*Credits 1 cr*

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,*
*Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**
Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

### SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

**prereq:** SEDF 70500
**coreq:** One of the following must be a Co-req:

- SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

**Hours** 30 hrs, plus lab,
**Credits** 2 cr

### SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308
**prereq:** SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
**prereq or coreq:** SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
**Hours** 45
**Credits** 3

### Additional Course for Track 2

### DANED 76400 - Practicum (KC)
Students with initial state certification in dance complete a semester of Practicum in their current full-time dance teaching situation or in assigned schools under the supervision of a Hunter College faculty member. Practicum teachers will assume all responsibility for classroom instruction and management and will be observed by Hunter faculty 4 times during the course of the semester. All Practicum students are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: DANED 76000, DANED 76200
Hours 2 hrs plus 15 hrs seminar required
Credits 2
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Additional Course for Track 3

DANED 76602 - Student Teaching (KC)

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

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200
Hours 20 days plus 15 hrs seminar
Credits 2
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Successful completion of an online Dance Education Professional Teaching Portfolio (PTP).
3. Participation in a final performance event as a performer, choreographer, or technical production crew member.
4. Completion of the DASA workshop.
5. Tracks 2 and 3 must have valid and appropriate NYS certification.

Economics - MA

Hunter’s master’s program in economics equips students with analytic tools that can be directly applied to business and public policy. The program integrates economic theory, quantitative methods and practical applications, and emphasizes elective courses in international trade and finance, economic development, financial economics, industrial organization, corporate governance, labor economics and public finance. Hunter MAs regularly move into interesting, well-paid positions in business, government, and international organizations. They are equally prepared to enter PhD programs at top-ranking universities.

Under the direction of professors who combine distinguished academic credentials with wide experience in economic research and applications, students studying for an MA at Hunter may participate in such major ongoing projects as:
taxation, government spending, and economic growth; earnings of immigrants and minority groups; saving and investment in rural economies; taxation and the regional economy; social security and public welfare; tax competition; health out-comes; corporate investment and financial decisions; regulatory policy; corporate control; location choices of immigrants.

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

Requirements for Admission

Applicants to the MA program in economics must provide their scores on either the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). Hunter College undergraduates with a GPA of 3.5 or higher are exempt from the GRE/GMAT requirement. In addition to the other Requirements for Admission to Hunter, the following departmental requirements must be met: at least 18 credits of undergraduate courses in economics, at least 9 credits of undergraduate courses in mathematics, and two letters of recommendation from college teachers, including one from a member of an economics department. The credits in economics must include at least six in principles of economics, and at least three in each of the following courses: economic statistics, introductory econometrics, intermediate microeconomics, and intermediate macroeconomics. The credits in mathematics must include two semesters of calculus and one of matrix algebra. Intermediate microeconomics, intermediate macroeconomics, introductory econometrics, calculus I and II, and matrix algebra are prerequisites for required courses in the MA program.

Students who have not completed these courses at the time of admission will be required to complete the needed course(s) during their first semester at Hunter. (Completion of such courses cannot be counted towards the MA.)

Requirements for the Degree

Of the 30 credits required for the degree, at least 24 must be devoted to courses in economics. The remaining 6 may be taken in related fields with permission of the department. All candidates are required to complete the following.

**ECO 70100 - Microeconomic Theory**

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

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

*prereq or coreq: MATH 15500*

**ECO 70300 - Macroeconomic Theory**

Determinants of national income, output, employment and price levels, including microeconomic foundations of aggregate consumption, saving, and investment; theories of the business cycle and long-term growth; effects of public policies on employment, inflation and economic growth.

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

*prereq or coreq: MATH 15500*

**ECO 72100 - Linear Econometric Analysis**

Econometric analysis of linear statistical models. Topics include: ordinary least squares-estimation, inference, testing and specification testing; instrumental variables and simultaneous equations models; panel data regression; time series and forecasting.
prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B
prereq or coreq: MATH 15500

ECO 72200 - Non-Linear Econometric Analysis

Econometric analysis of nonlinear statistical models. Maximum likelihood estimation; models for binary outcomes; models for ordered and unordered multinomial outcomes; models for self-selection; count data models.

prereq: ECO 72100
prereq or coreq: MATH 16000

The degree can be earned in two ways:

1. Completion of 27 credits of course work and 3 credits of Thesis Research. Students must submit a satisfactory master’s thesis written under the supervision of a member of the economics faculty.

2. Completion of 30 credits of course work. Students must prepare a supervised extended research paper in two of their courses and earn at least a B+ on each paper.

Educational Psychology - MA

This program (Academic Plan: EDPSYCH-MA) provides a foundation of research, measurement, assessment, program evaluation and applied statistics for educational settings and related fields through two concentrations of study:

1. General Educational Psychology; and
2. Assessment, Research and Evaluation.

It is designed for students with no prior experience in education as well as those who have a background in education and want to expand their skills and knowledge. Students in this program may use the degree as a bridge to a doctoral program in Educational Psychology or a related discipline; or to prepare professional careers in program evaluation; institutional research; assessment-measurement and testing; and instruction an curriculum development in public and private institutions.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 2.8. Students who do not meet the minimum GPA requirement may submit scores on the general aptitude test of the Graduate Record Examination (GRE) to serve as evidence of their ability to complete graduate-level work.

2. On-site interview.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

EDPSYCH-MA

Total Credits

31 - 32

Core Courses
All students are required to take 4 core courses and a proseminar.

EDPS 70000 - Educational Psychology Proseminar

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

Credits: none

EDPS 70100 - Statistics and Statistical Computing in Education I

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

Hours 60
Credits 4

EDPS 70200 - Educational Research Methods

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

Hours 60
Credits 4

EDPS 70300 - Learning and Behavior Theories
This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

*Hours 60*  
*Credits 4*

**Required Course CORE for Concentration I**

**EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education**

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

*prereq: EDPS 70200*  
*coreq: EDPS 70300*  
*Hours 60*  
*Credits 4*

- or -

**Required Course CORE for Concentration II**

**EDPS 72100 - Statistics and Statistical Computing in Education II**

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

*prereq: EDPS 70100, EDPS 70200*  
*Hours 60*  
*Credits 4*

**Concentration Area Courses**

Students should select at least 2 courses in their concentration area; a third course can be counted toward the elective course requirement.

**Concentration I: General Educational Psychology**

**EDPS 71200 - Multicultural Issues in Learning and Instruction**

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

*prereq or coreq: EDPS 70200*
EDPS 71300 - Cognition and Educational Technology

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

EDPS 71400 - Course Title Applied Motivation Theory in Education

The goal of this graduate course is to review the major questions, methods, and theories of motivation in educational psychology—both past and present. A historical perspective is provided as a foundation for understanding the evolution and development of various theories of motivation in educational and psychology, which shape current thinking and research in the field. Furthermore, contemporary methods, research, and theory will be provided. Implications for practice will be discussed.

EDPS 72200 - Tests and Measurement

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

prereq: EDPS 70100
coreq: EDPS 70200

EDPS 72300 - Educational Program Evaluation

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

EDPS 72500 - Assessment in Schools
The goal of this graduate course is to introduce students to the field of educational assessment taken broadly, with a focus on how academic assessments are used in prek-16 education within the US and internationally in the 21st century. Students will become familiar with theory, research, and practice in the areas of classroom assessment, assessment of teacher quality, and assessment of large educational systems. Students will acquire the knowledge and skills to critique assessment policies in terms of implementation, ethics, and impacts.

*Hours 3
Credits 3*

**Elective Courses in Educational Psychology**
Elective Courses (thesis students are required to select 1 elective course, while non-thesis students are required to select 2 elective courses).

**CEDF 71300 - Child and Adolescent Development**

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

*Hours 3 hrs
Credits 3 cr*

**CEDF 71700 - Independent Study in Educational Foundations**

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

*Credits 1
permission of faculty adviser and chairperson required*

**CEDF 71800 - Independent Study in Educational Foundations**

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

*Credits 2
permission of faculty adviser and chairperson required*

**CEDF 71900 - Independent Study in Educational Foundations**

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

*Credits 3
permission of faculty adviser and chairperson required*

**EDPS 74100 - Mediating Factors in Student Achievement**
This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

prereq: EDPS 70300
Hours 60
Credits 4

**EDPS 74200 - Qualitative Research Methods in Education**

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

*Hours 3*
*Credits 3*

**EDPS 74300 - Special Topics in Educational Psychology**

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

prereq: EDPS 70100, EDPS 70200, EDPS 70300
Hours 60
Credits 4

EDPS 711, EDPS 712, EDPS 713, EDPS 721, EDPS 722 and EDPS 723 may count towards electives if not used to fulfill the concentration area requirement.

**Culminating Courses**
Select either a thesis or a non-thesis option.

**EDPS 79000 - Educational Psychology Seminar**

This is semester 1 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100
Hours 2
Credits 2
- And -
EDPS 79100 - Educational Psychology Seminar 2

This is semester 2 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79000, and either EDPS 72100 or EDPS 71100

Hours 2
Credits 2

- Or -

EDPS 79500 - Educational Psychology Thesis Research 1

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

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100
Hours 3
Credits 3

- And -

EDPS 79600 - Educational Psychology Thesis Research 2

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

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79500, and either EDPS 72100 or EDPS 71100

Hours 3
Credits 3

Students electing Thesis Research will prepare a report of a research investigation in which they design and execute an empirical study under the supervision of a faculty advisor. Students electing the non-thesis option will enroll in a seminar course (EDPS 79000) in which they prepare a scholarly publishable-quality review of the research literature on a topic approved by the faculty.

Exit Requirements

1. An overall GPA of 3.0.
2. Complete Culminating Experience.

English - MA

The MA program in Literature, Language, and Theory offers opportunities for both professional advancement and personal development. It may be taken as a terminal course of study or as preparation for doctoral work in English or
other humanities fields. In addition to the usual lecture, discussion, and seminar classes, the program offers reading tutorials and the opportunity for writing a research essay under the guidance of a senior faculty member.

**Admission Requirements**

In addition to the general requirements for admission, the following departmental requirements must be met: 18 credits of advanced undergraduate courses in British and American literature (exclusive of courses in journalism and writing), a writing sample of about 10 pages (preferably an undergraduate research paper) and the GRE General Test. Students who have done their major work in English in non-English-speaking countries are usually not eligible for admission to graduate courses in English without additional undergraduate preparation in an American college or university.

**Degree Requirements**

Each candidate must complete an approved program of study of at least 30 credits, which must include one course in British literature before 1800, ENGL 77900 Thesis Research and Writing Methods, and ENGL 78900 Master's Thesis. We strongly recommend that students take ENGL 78700 Studies in Literary Theory and Criticism in their first or second semester. Courses other than those offered in the Department of English may be credited toward the 30 credits with the approval of the graduate adviser but they may in no case exceed 6 credits. Six credits of relevant graduate work done at another institution may be credited when approved by the graduate adviser.

**Courses**

**ENGL 78700 - Studies in Literary Theory and Criticism**

An in-depth investigation of foundational and current trends in literary theory.

**ENGL 77900 - Thesis Research and Writing Methods**

Thesis Research in Literature, Language, and Theory introduces students to the scholarly thesis as a form and develops students' research writing skills, culminating in a formal thesis proposal. The course also addresses pragmatic elements of thesis composition including presenting different strategies for time management and introducing students to the administrative processes related to thesis writing and approval within the Department. Several models of successful thesis proposals and theses will be presented for discussion and analysis.

*prereq: Students must have taken at least 15 English credits at the graduate level to enroll.*

*Hours 3 hrs*

*Credits 3 cr.*

**ENGL 78900 - Master's Thesis**

Individual research and final thesis writing under faculty supervision. Required of all candidates for MA degree in British and American literature.

**Foreign Language**

The candidate must demonstrate a reading knowledge of French, German, Latin or Spanish. Another language may be substituted with the approval of the graduate adviser.

**Comprehensive Examination**
The candidate must pass a written take-home examination/paper in literature, language, and theory.

**Master of Arts Thesis**

The candidate must submit a satisfactory master of arts thesis, incorporating original work and research, which will be approved by two appropriate members of the faculty and the graduate adviser.

**Nonmatriculants**

After applicants have been accepted by Hunter College as nonmatriculant students, their records must be evaluated prior to registration by the graduate adviser before they can be admitted to English Department courses. Acceptance by Hunter College does not guarantee acceptance by the Department of English. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

**French - MA**

The master's degree in French provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities. The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

**Requirements for Admission**

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

**Requirements for MA**

1. **Courses**

   A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. **Languages**

   In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. **Comprehensive Examination**

   Candidates must pass a written examination on the field of study, in the language of specialization.

4. **Master’s essay**
The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

**Geography - MA**

Return to Geography and Environmental Science Department

The Department of Geography and Environmental Science offers a Master of Arts in Geography with a range of courses in human geography, physical geography, regional geography, and geographic techniques and methods. There are four broad concentration areas: environmental studies, geographic information science, places and cultures, and urban geography studies. The program accommodates students with a variety of professional backgrounds, and with academic training in social sciences, computer science, environmental science / engineering as well as traditional geography. The program emphasizes geographic and social theory and analytical methodologies in human, physical, and environmental geography, as well as geographic information science. A limited number of research, teaching, and college assistantships are available. The MA degree can be completed through either a thesis or exam. Full-time students may be able to complete the MA within three semesters, but the average time for degree completion is three years. Many courses are offered in the evening to accommodate part-time and working students.

An MA in Geography from Hunter can lead to employment with local and national governments, international agencies, non-government organizations, corporations, consultants and information technology companies. The New York area is home to diverse urban communities, dynamic economies and cultures, government structures of all levels (from local to international), and corporate headquarters. Located on Manhattan's Upper East Side, Hunter College is close to these activities and is highly accessible from all parts of New York City and surrounding areas. Students who wish to continue graduate work at the PhD level will find themselves well prepared and equipped with the research and technical skills necessary for advanced research.

**Admissions Requirements**

Admissions procedures are as established by the Hunter College Office of Graduate Admissions. See Graduate Admissions: General. Candidates must have a BA or BS or equivalent, an undergraduate GPA of at least a B minus, with a B average in the major, and (normally) the completion of at least 18 credit hours in geography. A lack of a background in geography will not impede admission, but the student is expected to gain basic knowledge of geography prior to graduation in consultation with the student's adviser. It is recommended that students enter the program with knowledge of basic statistics. Foreign students whose first language is not English must take the Test of English as a Foreign Language. Two letters of recommendation are required.

If you have any questions about the information in this catalog, please contact the Geography MA adviser (Prof. Hongmian Gong, gong@hunter.cuny.edu).

**Application Deadlines**

For fall semester: April 30 (February 1 for international students) For spring semester: November 30 (September 1 for international students)

We encourage graduate application submissions by early deadlines of September 1 and February 1. This will help with allocation of scholarships and funding if these are available.

**Requirements for the Degree**
The Master of Arts consists of 31 or 36 graduate credits, depending on the program option chosen, selected from three types of courses: GEOG, PGEOG and GTECH. GEOG classes cover human geography, nature/society, and regional geography, while PGEOG classes cover physical geography and environmental science. GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing, and cartography. Classes vary in their structure from laboratory classes to lecture/discussions and seminars. Graduate courses outside of the GEOG, GTECH and PGEOG prefixes may be applied to the degree within the parameters listed below.

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

A. Thesis Option:

A minimum of 31 credits consisting of:

1. A minimum of 30 credits of course work consisting of

(exclusive of GEOG 799)

GEOG 70100, 70200, 70154 (7 cr)

**GEOG 70100 - Geographic Thought and Theory**

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

*Hours 45 hrs including conference,  
Credits 3 cr  
fall only This course may be used as part of the MA Teacher Education Program in Social Studies.*

**GEOG 70154 - Geographic Research Design**

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

*Hours 45 hrs including conference,  
Credits 3  
spring only*

**GEOG 70200 - Research Topics in Geography**

Introduction to central research themes in geography and the current research being undertaken by department faculty.

*Hours 15 hrs including conference,*
Credits 1 cr
fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

A minimum of 11 additional credits

A minimum of 11 additional credits selected from GEOG, GTECH and PGEOG courses numbered 70100 or higher. PGEOG 63000, PGEOG 66000, and GEOG 65000 are exclusively for MA-TEP and BA/MA-TEP students and cannot be counted toward the MA in Geography.

A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH or PGEOG courses as approved by the graduate adviser. **

2. One credit of the following leading to a thesis approved by the student’s graduate advisers

**GEOG 79900 - Thesis Research in Geography**

Open to students electing the thesis option only.

_prereq: GEOG 701 and permission of the department_

1-6cr may be repeated for credit but only one credit may be applied to satisfy degree requirements. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

3. Formal approval of a study proposed for thesis research.***


5. A formal presentation of the student’s thesis research.

B. Examination Option:

A minimum of 36 credits consisting of:

1. Geography (7 cr)

**GEOG 70100 - Geographic Thought and Theory**

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

_Hours 45 hrs including conference,_
Credits 3 cr
fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,
Credits 1 cr
fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference
Credits 3
spring only

A minimum of 17 additional credits

A minimum of 17 additional credits selected from GEOG, GTECH, and PGEOG courses numbered 70100 or higher. PGEOG 63000, PGEOG 66000, and GEOG 65000 are exclusively for MA-TEP and BA/MA-TEP students and cannot be counted toward the MA in Geography.

3. A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH, and PGEOG courses as approved by the graduate adviser.**

4. A passing grade on the comprehensive examination

A passing grade on the comprehensive examination conducted by the student’s graduate committee.

5. A research paper of publishable quality

A research paper of publishable quality prepared in the format of The Professional Geographer or its equivalent.

6. A formal presentation of the student’s research paper.

Additional Information
Students who are accepted into the program, who have already earned credits with a grade of B or higher as nonmatriculated students, may transfer only two (2) courses or eight (8) credits, whichever is greater, from nonmatriculated status to matriculated status. In exceptional situations, up to 12 credits earned as a nonmatriculated student may be transferred to matriculated status.

Although both options may prepare students for additional graduate work, the thesis option is recommended for those who might wish to pursue the PhD in geography or an allied field. The examination option is recommended for students seeking a terminal MA.

Students who are accepted into the Geography MA program and register for courses may transfer up to a maximum of 9 credits of relevant graduate coursework from regionally accredited institutions, including courses taken at Hunter College while enrolled in another degree program, whether a master’s degree was awarded or not. Transfer of credits is subject to review and approval by the Graduate Adviser. Applicants to this program should be aware that there is no promise of automatic transfer of credit on the graduate level. With the approval of the Graduate Adviser, students may include up to 9 credits of graduate-level courses taken outside the Department of Geography at Hunter College toward completion of their degree, including transferred courses and courses taken in other CUNY graduate programs. (Exception: students who have received their B.A. in Geography or Environmental Studies from Hunter College may, with the approval of the Graduate Adviser, include up to twelve credits taken outside the department.)

**Language Requirement**

A foreign language is not required for the MA in geography. However, students interested in regional studies or further graduate work are strongly encouraged to master a foreign language. Students emphasizing technical skills are strongly encouraged to master one or more computer programming languages.

**Completion Time**

The School of Arts and Sciences allows four years to complete a MA degree. A petition to the Dean is required to exceed the limit. Most full-time students are able to complete the MA requirements in 4 semesters or fewer. To accommodate all students, many courses are offered during the evening.

**Assistantships**

A limited number of teaching and research assistantships are available from the department. Students seeking assistantships should state so in their statement of purpose included with the application. They should also indicate what skills and qualifications they have for research or teaching assistance.

**Note(s)**

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

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

*** Students must submit to their committee the proposal for thesis research no later than the end of the semester in which they finish their 20th credit in the program.

Return to: Geography Department
History - MA

The MA is offered either as a terminal degree or as the first year (30 credits) of work toward fulfilling the requirements of the PhD within the City University. The university’s doctoral program in history is described in the Bulletin of the Graduate Center. [http://web.gc.cuny.edu/History/](http://web.gc.cuny.edu/History/)

Advanced doctoral seminars and university colloquia are offered at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Requirements for Admission

General Admission requirements to the graduate programs in the arts and sciences are observed. Eighteen undergraduate credits in History, a 3.0 average, and satisfactory GRE scores are required, as well as two letters of recommendation.

Requirements for the Degree

Each candidate must complete an approved program of study of at least 30 credits, including the thesis seminar, with a B average. Courses other than those in the Department of History at Hunter College may be credited towards the 30 credits with the approval of the graduate advisor, but they may in no case exceed 9 credits.

After completion of all other requirements, the candidate for the degree must present a satisfactory master's thesis prepared in conjunction with the thesis seminar (HIST 77900), approved by two faculty scholars in the appropriate field of history and the graduate adviser. Guidelines for the writing of the master's thesis are available from the graduate adviser online and in the History Department office.

Italian - MA

The master's degree in Italian provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities. The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

Requirements for Admission

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

Requirements for MA

1. Courses
A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. Languages

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. Comprehensive Examination

Candidates must pass a written examination on the field of study, in the language of specialization.

4. Master's essay

The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

Music - Composition

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs*
*Credits 3 cr*

6 credits from:

MUS 72400 - Advanced Studies in Music Theory 1
Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

**prereq:** 4 sem. of undergraduate music theory courses

**Hours** 3 hrs

**Credits** 3 cr

**MUS 72500 - Advanced Studies in Music Theory 2**

Analysis and theory of compositional styles from 1900 to the present.

**prereq:** 4 sem. of undergraduate music theory courses

**Hours** 3 hrs

**Credits** 3 cr

**MUS 74000 - Seminar in Music Theory and Analysis**

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

**Hours** 3 hrs

**Credits** 3 cr

*May be taken 3 times for credit.*

3 credits from:

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

**Hours** 3 hrs

**Credits** 3 cr.

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

**Hours** 3 hrs

**Credits** 3 cr.

**MUS 76000 - Seminar in Musicology**

Problems in research and analysis in selected areas of musicology.

**Hours** 3 hrs

**Credits** 3 cr

*May be taken twice for credit.*
3 credits from:

**MUS 77500 - Seminar in Ethnomusicology 1**

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs  
Credits 3 cr*

**MUS 77600 - Seminar in Ethnomusicology 2**

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

*Hours 3 hrs  
Credits 3 cr*

**MUS 75300 - Transcription and Analysis in Ethnomusicology**

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs  
Credits 3 cr*

**Required Courses for Composition Concentration:**

**MUS 73500 - Orchestration**

Study of the capabilities of musical instruments; analysis of orchestration techniques; arranging compositions for various instrumental combinations.

*prereq: 2 semesters of undergraduate music theory and permission of the instructor  
Hours 3 hrs  
Credits 3 cr*

**MUS 78500 - Private Lessons in Composition 1**

Advanced individualized training in original music composition.

*prereq: departmental consent  
Hours 1  
Credits 3*

**MUS 78600 - Private Lessons in Composition 2**

Advanced individualized training in original music composition.

*prereq: MUS 78500  
Hours 3 hrs  
Credits 3 cr.*
MUS 78700 - Private Lessons in Composition 3

Advanced individualized training in original music composition.

prereq: MUS 78600  
Hours 3 hrs  
Credits 3 cr.

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3 cr

Music - Ethnomusicology

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

Hours 3 hrs  
Credits 3 cr

6 credits from:

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses
MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

prereq: 4 sem. of undergraduate music theory courses

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

3 credits of electives from:
MUS 71000–71900 or MUS 72100 (1 cr. each)
Required Courses for Ethnomusicology Concentration:

**ANTH 70100 - Foundations of Anthropology**

Surveys history and methods of anthropology, and provides an introduction to the social theories employed in anthropological research.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*

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

**MUS 75300 - Transcription and Analysis in Ethnomusicology**

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs*
*Credits 3 cr*

**MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)**

Individual research under supervision.

*Credits 3 cr*

-and-

**MUS 77500 - Seminar in Ethnomusicology 1**

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs*
*Credits 3 cr*

**Music - Jazz Performance**

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its’ graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:
Core Courses:

**MUS 73800 - Jazz Harmony and Arranging**

Study of jazz harmony and rhythm, jazz composition, and jazz arranging and its application to commercial music.

*prereq: MUSTH 20100, 22100, 23100 -or-permission of department*

*Hours 3 hrs*

*Credits 3 cr*

**MUS 73900 - Jazz Improvisation**

Study and performance of jazz improvisational techniques.

*prereq: MUS 73800 or permission of department.*

*Hours 3 hrs*

*Credits 3 cr*

**MUS 74100 - Introduction to Songwriting**

This course will provide an opportunity for students to learn to compose original music with and without lyrics in the context of 20th and 21st century popular music song forms. The principles of composing melodies, creating chord progressions, writing lyrics, and structuring song form will be addressed throughout the semester. An analysis of the music and lyrics of significant songwriters will serve as musical examples. Additional time will be spent on improvisation, arranging techniques, music theory, computer notation and sequencing software, and the business of music.

*prereq or coreq: permission of the instructor*

*Hours 3 hrs*

*Credits 3 cr*

**MUS 75300 - Transcription and Analysis in Ethnomusicology**

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs*

*Credits 3 cr*

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3 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses*

*Hours 3 hrs*

*Credits 3 cr*

**MUS 72500 - Advanced Studies in Music Theory 2**
Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses
*Hours 3 hrs
*Credits 3 cr

**MUS 74000 - Seminar in Music Theory and Analysis**

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

*Hours 3 hrs
*Credits 3 cr
*May be taken 3 times for credit.

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs
*Credits 3 cr

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs
*Credits 3 cr

**MUS 76000 - Seminar in Musicology**

Problems in research and analysis in selected areas of musicology.

*Hours 3 hrs
*Credits 3 cr
*May be taken twice for credit.

**MUS 77500 - Seminar in Ethnomusicology 1**

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs
*Credits 3 cr

3 credits of elective from:  
MUS 71000–71900 or MUS 72100 (1 cr. each)

**Required Courses for Jazz Performance Concentration:**
**MUS 78100 - Private Study in Instrument or Voice 1**

For performance concentrators.

*prereq: departmental consent*

*Hours 1 hr*

*Credits 3 cr*

**MUS 78200 - Private Study in Instrument or Voice 2**

For performance concentrators.

*prereq: MUS 78100*

*Hours 1 hr*

*Credits 3 cr*

**MUS 78300 - Private Study in Instrument or Voice**

For performance concentrators.

*Credits 3 cr*

**MUS 78400 - Private Study in Instrument or Voice**

For performance concentrators.

*Credits 3 cr*

**Music - MA**

Return to: Music Department

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see [http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons](http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons) for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see [http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music](http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music).

- Music - Composition
- Music - Ethnomusicology
- Music - Jazz Performance
- Music - Music Theory
- Music - Musicology
Requirements for the Degree

The following programs are required for students concentrating in composition, ethnomusicology, music history, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Foreign Language

The candidate must demonstrate a reading knowledge of a foreign language, preferably French, German, or Italian. The foreign-language examination must be passed before a student may proceed beyond 18 credits.

Proficiency Examination

Students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test competence in music theory, music history and literature, and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

Thesis or Final Project

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

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3 cr

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3 cr

Music - Music Theory

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an
outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

**MUS 70000 - Music Bibliography and Research Techniques**

Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs*
*Credits 3 cr*

9 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses*
*Hours 3 hrs*
*Credits 3 cr*

**MUS 72500 - Advanced Studies in Music Theory 2**

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses*
*Hours 3 hrs*
*Credits 3 cr*

**MUS 74000 - Seminar in Music Theory and Analysis**

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

*Hours 3 hrs*
*Credits 3 cr*
*May be taken 3 times for credit.*

6 credits from:
MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr

MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

Hours 3 hrs
Credits 3 cr
May be taken twice for credit.

6 credits from:

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

Hours 3 hrs
Credits 3 cr

MUS 77600 - Seminar in Ethnomusicology 2

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

Hours 3 hrs
Credits 3 cr

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

Hours 3 hrs
Credits 3 cr

3 credits of elective from:
Required Courses for Music Theory Concentration:

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3 cr

Music - Musicology

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

Hours 3 hrs
Credits 3 cr

6 credits from:

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr

MUS 72500 - Advanced Studies in Music Theory 2
Analysis and theory of compositional styles from 1900 to the present.

prereq: 4 sem. of undergraduate music theory courses

Hours 3 hrs
Credits 3 cr

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

Hours 3 hrs
Credits 3 cr
May be taken 3 times for credit.

9 credits from:

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

Hours 3 hrs
Credits 3 cr
May be taken twice for credit.

6 credits from:

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

Hours 3 hrs
Credits 3 cr
MUS 77600 - Seminar in Ethnomusicology 2

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

Hours 3 hrs
Credits 3 cr

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

Hours 3 hrs
Credits 3 cr

3 credits of electives from:
MUS 71000–71900 or MUS 72100 (1 cr. each)

Required Courses for Musicology Concentration:

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3 cr

Music - Performance

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

MUS 70000 - Music Bibliography and Research Techniques
Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs*
*Credits 3 cr*

3 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses*
*Hours 3 hrs*
*Credits 3 cr*

**MUS 72500 - Advanced Studies in Music Theory 2**

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses*
*Hours 3 hrs*
*Credits 3 cr*

**MUS 74000 - Seminar in Music Theory and Analysis**

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

*Hours 3 hrs*
*Credits 3 cr*
*May be taken 3 times for credit.*

6 credits from:

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs*
*Credits 3 cr.*

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs*
*Credits 3 cr*
MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

*Hours 3 hrs
*Credits 3 cr
*May be taken twice for credit.

3 credits from:

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs
*Credits 3 cr

MUS 77600 - Seminar in Ethnomusicology 2

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

*Hours 3 hrs
*Credits 3 cr

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs
*Credits 3 cr

3 credits of elective from:
MUS 71000–71900 or MUS 72100 (1 cr. each)

Required Courses for Performance Concentration:

MUS 78100 - Private Study in Instrument or Voice 1

For performance concentrators.

*prereq: departmental consent
*Hours 1 hr
*Credits 3 cr

MUS 78200 - Private Study in Instrument or Voice 2
For performance concentrators.

\textit{prereq: MUS 78100}

\textit{Hours 1 hr}

\textit{Credits 3 cr}

\textbf{MUS 78300 - Private Study in Instrument or Voice}

For performance concentrators.

\textit{Credits 3 cr}

\textbf{MUS 78400 - Private Study in Instrument or Voice}

For performance concentrators.

\textit{Credits 3 cr}

\textbf{Music Education PreK-12 - MA}

The School of Education offers a program (Academic Plan: MUSPK12-MA) to prepare candidates to teach Music PreK - Grade 12 to students of diverse backgrounds, abilities and interests. The Music Education programs are run jointly by the Music Department and by the School of Education.

Track 1: Those who do not have NYS certification in Music.
Track 2: Those who have initial NYS certification in Music.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A major in music or music education (with a minimum of 24 credits in music) or the equivalent. Consult with the Department of Music for specifics.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. A 3 credit course in special education that focuses on supporting students with disabilities in the general education classroom. Students without this course may be admitted conditionally and must take SPED 70800 in addition to other degree requirements.
5. Two professional references.
6. A personal statement.
7. An audition and interview.
8. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
9. \textbf{Program 2 only}: NYS certification in Music PreK-12

See http://www.hunter.cuny.edu/music/grad-students/admissions/music-ed for more details on admissions and registering for an audition.

**Progress Standards**
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

MUSPK12-MA

Total Credits

Track 1: 39-46
Track 2: 30

Program 1

For students with no NYS certification

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,*
*Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)
Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

**prereq:** SEDF 70400

**Hours** 30 hrs, plus 36 hrs fieldwork,

**Credits** 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

**prereq:** SEDF 70500

**coreq:** One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

**Hours** 30 hrs, plus lab,

**Credits** 2 cr

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

**Cross-listed SPED 308**

**prereq:** SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100

**prereq or coreq:** SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

**Hours** 45

**Credits** 3

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**
Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

**Hours 45 hrs,**  
**Credits 3 cr**

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

**Hours 15 hrs,**  
**Credits 1 cr**

**MUSED 67700 - Methods of Teaching Instrumental Music in Grades Pre-K-12**

Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

*prereq or coreq: SEDF 70400*

**Hours 3 hrs plus 18 hrs of fieldwork**  
**Credits 2 cr**

**MUSED 67800 - Methods of Teaching Vocal and General Music in Grades Pre-K-12**

Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.

*prereq: MUSED 67700*  
*prereq or coreq: SEDF 70500*

**Hours 3 hrs plus 18 hrs fieldwork,**  
**Credits 2 cr**

- Take either -

**SEDC 75600 - Student Teaching in Music, Pre-K–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades Pre-K–6 and 30 days at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: MUSED 67800
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

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

Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to
develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student
learning. Students who take SEDC 77510 must also take SEDC 77620.

prereq: MUSED 67800
Hours 30 hrs plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

SEDC 77620 - Practicum in Music, Grades 7–12 (KC)

Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to
develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student
learning. Students who take SEDC 77520 must also take SEDC 77610.

prereq: MUSED 67800
Hours 30 hrs plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Music Courses

MUS 64100 - Strings

Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral and
chamber music; thorough review of basic string technique.

Hours 1.5 hrs
Credits 1 cr
MUS 64300 - Woodwinds

Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64500 - Brass

Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr.

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.
MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

MUS 77900 - World Music Education

Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to pre-K-12 students.

Music electives: Courses chosen in consultation with graduate adviser (3 cr)

* Students who have studied these subjects at the undergraduate level may be exempted from these requirements.

** Please note that students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test competence in music theory, music history and literature, and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

Program 2

For students who have NYS certification in Music PreK-12

MUSED 67700 - Methods of Teaching Instrumental Music in Grades Pre-K-12

Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

prereq or coreq: SEDF 70400

MUSED 67800 - Methods of Teaching Vocal and General Music in Grades Pre-K-12

Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials
of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.

prereq: MUSED 67700
prereq or coreq: SEDF 70500
Hours 3 hrs plus 18 hrs fieldwork,
Credits 2 cr

- Take either -

**SEDC 77610 - Practicum in Music, Grades Pre-K–6 (KC)**

Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77620.

prereq: MUSED 67800
Hours 30 hrs plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

**SEDC 77620 - Practicum in Music, Grades 7–12 (KC)**

Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77610.

prereq: MUSED 67800
Hours 30 hrs plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**Music Courses**

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.
MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

MUS 77900 - World Music Education

Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to pre-K-12 students.

MUS 79200 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

MUS 64100 - Strings
Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral and chamber music; thorough review of basic string technique.

Hours 1.5 hrs
Credits 1 cr

MUS 64300 - Woodwinds

Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64500 - Brass

Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

MUS 68100 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 1 hr
Credits 1 cr
MUS 68200 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 1 hr
*Credits 1 cr

MUS 68300 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 1 hr
*Credits 1 cr

MUS 68400 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 1 hr
*Credits 1 cr

MUS 71000 - Hunter Symphony

Rehearsal and performance of orchestral works.

*prereq: audition and perm instr.
*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 71100 - Hunter College Choir

Rehearsal and public performance of major choral Works.

*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 71300 - Chamber Music

Rehearsal and public performance of instrumental chamber works.

*Hours 2 hrs
*Credits 1 cr
*May be taken four times for credit.

MUS 71400 - Collegium Musicum

Study and public performance of chamber chorus works from the medieval, Renaissance, and Baroque periods.
prereq: audition and perm instr.

Hours 2 hrs
Credits 1 cr
May be taken four times for credit.

MUS 71500 - Jazz Ensemble

Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz and musical comedy. One public performance per semester.

Hours 2 hrs
Credits 1 cr
May be taken four times for credit.

MUS 71600 - Jazz Vocal Workshop Ensemble

Open to all vocalists and rhythm section instrumentalists by audition. Jazz performance and improvisation. One public performance per semester.

Hours 2 hrs
Credits 1 cr
May be taken four times for credit.

Exit Requirements

1. An overall GPA of 3.0
2. Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. A project involving research is required of each student in the teacher education program. On completion of the courses of study and after approval of the project by the Graduate Faculty Committee, a candidate will be examined orally on the topic of the project and related issues. Students may register for independent study (MUS 79100 or MUS 79200) if they wish to receive credit toward the MA degree for work done in fulfilling the TEP Project.
4. Complete the Dignity for All Students Act (DASA) workshop.

Physics - MA

The MA in physics is offered as a terminal degree, either separately or as part of the BA/MA program. The MA in physics may also, with the approval of the CUNY Graduate Center, form part of the degree work required for the CUNY PhD degree. Thesis research toward the CUNY PhD may also be carried out at Hunter College.

Admission Requirements

Applicants must meet Hunter’s general admission requirements; however, the physics department no longer requires the Graduate Record Examination. In addition, the following departmental requirements must be met:

1. A minimum of 36 credits total in undergraduate physics and mathematics courses. These should include intermediate mechanics, electricity, modern physics, and differential equations. A B average is required for these courses.
2. Approval by the department’s Graduate Physics Committee. If deficiencies are noted in certain undergraduate courses, the applicant may be required to take these courses without graduate credit.

Degree Requirements

1. Program of courses

A program of courses designed in consultation with the graduate adviser and approved by the department’s Graduate Physics Committee.

2. Completion of 30 credits of graduate work including:

a. Not more than 6 credits earned at a graduate institution other than CUNY.

b. At least 15 credits earned at Hunter College.

c. The following courses or their equivalents:

**PHYS U70100 - Mathematical Physics**

Study of the basic mathematical techniques used in physics.

*Hours 60 hrs,*

*Credits 4 cr*

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

**PHYS U71100 - Analytical Dynamics**

Study of advanced classical mechanics.

*prereq or coreq: PHYS U70100*

*Hours 60 hrs,*

*Credits 4 cr*

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

**PHYS U71500 - Electromagnetic Theory**

Advanced concepts of static and time-dependent electromagnetic fields.

*prereq or coreq: PHYS U70100*

*Hours 60 hrs,*

*Credits 4 cr*

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

**PHYS U72500 - Quantum Mechanics**
Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U70100
Hours 60 hrs,
Credits 4 cr
The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

d. No more than 6 credits in 600-level courses.

Note(s)

The courses listed in sections 2(c) and 2(d) are generally offered during the daytime hours.


A maximum of 9 credits may be accepted in physics department approved graduate courses in mathematics, astronomy, engineering, and physical chemistry.

4. Comprehensive examination

The candidate will be required to pass a comprehensive examination based on the required courses listed in section 2(c) above or complete a thesis, under a faculty member’s supervision, that is approved by the department’s Graduate Physics Committee. The first PhD exam may be substituted for the comprehensive examination.

5. Residence of two semesters

A minimum residence of two semesters at Hunter College. Courses taken as a nonmatriculant may be counted toward the degree upon matriculation with the approval of the department’s Graduate Physics Committee.

6. There are no foreign language requirements.

Financial Aid

Financial aid is not generally available from the department for MA students.

Psychology - MA

The MA degree is in general psychology, but students may focus their course work, independent study, and thesis research in one of three content areas: (1) applied and evaluative psychology; (2) social, cognitive, and developmental psychology; (3) biopsychology and comparative psychology. Students interested in animal behavior and conservation may choose the MA in Animal Behavior & Conservation offered by the Psychology Department.

1. Applied and evaluative psychology. Faculty research interests include topics in personality, psychopathology, theories of therapeutic methods, group dynamics, health and gender, stress and stress management, substance use, tests and measurements. Although the department offers theoretical courses on clinical topics, it does not offer supervision in counseling or therapy.
2. Social, cognitive, and developmental psychology. Faculty research interests include multicultural issues, cognitive and linguistic development, discursive social psychology, gender and cognition, attitudes, political psychology, psycholinguistics, decisionmaking, memory function in different populations.

3. Biopsychology and comparative psychology. Faculty research interests include hormonal influences on and neural control of behavior, mechanisms of drug abuse, developmental neuroscience, vision, animal learning and comparative cognition, evolution of behavior, animal orientation and communication, cerebral specialization of function.

Research Opportunities and Facilities

Students are encouraged to engage in research under faculty supervision. Laboratories at Hunter College provide specialized equipment for studies on human and animal physiology, acoustic analysis, human and animal learning, language and cognitive development, social development, and social psychology. Research is also possible at facilities of other universities and organizations where individual faculty members engage in collaborative research.

Requirements for Admission

Applicants are evaluated on the basis of their undergraduate grade point average, general GRE scores, background in psychology, two letters of recommendation (preferably from college instructors), and a statement of intellectual and research interests. Generally a minimum of 12 undergraduate credits in psychology, including one course in statistics and one laboratory course in experimental psychology are required; however, students who have a high undergraduate grade point average and high general GRE scores but lack a full psychology background may apply for admission. Such students may be required to take preparatory statistics and experimental courses. Note: There is no foreign-language requirement for the MA in psychology. The GRE advanced test in psychology is not required for admission.

Requirements for the MA Degree

Each candidate is required to complete an approved program of study including a thesis. A minimum of 30 credits is required for the general Psychology MA.

Required courses for all MA students (12 credits):

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

*Hours 3 hrs including conference*
*Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.
prereq: PSYCH 24800 or equivalent
Hours 2 hrs lecture, 2 hrs conf or lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70100 - Advanced Experimental Psychology I

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics
Hours 2 hrs lecture, 2 hrs lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 2 hrs lecture, 2 hrs lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74700 - Experimental Social Psychology

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics
Hours 2 hrs lecture, 2 hrs lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor
Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Breadth Requirement

One course selected from each of the following three categories. See the course listing for category or categories into which each course falls.

1. A (applied and evaluative psychology)
2. S (social, cognitive, and developmental psychology)
3. B (biopsychology and comparative psychology)

Thesis Requirement

The MA thesis is a report of individual research supervised by a faculty member in the Hunter College Department of Psychology. The thesis must be approved by the student’s thesis committee, consisting of the supervisor plus at least another reader, and by the graduate adviser. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Financial Assistance

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

Pure Mathematics - MA

Students in the MA program in Pure Mathematics want to investigate mathematics beyond the undergraduate level. Most have a bachelor's degree in mathematics. But there are always several students with an undergraduate degree in a related topic and a few whose undergraduate background is completely unrelated. In both of these cases, the students filled out their mathematics background prior to applying for admissions. Students use this program for various purposes. Many use their added mathematics background as part of a competitive application to a doctoral program. In-service teachers gain permanent certification via their MA. Others use their degree to seek employment or advancement to positions that require an advanced degree. Several seek positions as instructors at local area colleges. Others are in areas unrelated to education.

Admission Requirements for the MA

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. The Department's requirements are flexible. They are intended to encourage students without a prior specialization in mathematics to pursue a degree in mathematics.

Degree Requirements for the MA

Thirty credits (10 courses) from courses chosen as follows:

1. Algebra Requirement
MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

and at least one of

MATH 72200 - Modern Algebra II

Extension fields to the fundamental theorem of Galois Theory and solvability by radicals. Commutative rings to the Hilbert basis theorem and elements of algebraic varieties.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The ring and field theory portion of a three semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics.

or

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

2. Analysis Requirement

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.

prereq: 1 year of advanced calculus
Hours 3 hrs.
Credits 3 cr.
and at least one of

MATH 74200 - Analytic Functions

Theoretical treatment of the properties of a function of a complex variable including Cauchy's Theorem, the special functions, power series, and the Riemann Mapping theorem.
prereq: MATH 35300 or equivalent and departmental permission  
Hours 3  
Credits 3  
A stand-alone course in functions of a complex variable presented at a higher level than MATH 35300 or MATH 64200. The course is intended for both Pure and Applied Math students and optionally a required course for the MA in Pure Math. An undergraduate course in complex variables is preferred, but not required.

or

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission  
Hours 3  
Credits 3  
The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

3. Geometry and Topology Requirement

at least one of

MATH 75100 - General Topology

Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

prereq: advanced calculus or permission of Department  
Hours 3 hrs.  
Credits 3 cr.  

or

MATH 75000 - Calculus on Manifolds

The derivative as a linear map; the Riemann integral, including Fubini's Theorem and the Change of Variable formula; tensor and exterior algebras; differential forms and integrals thereof; Stokes' Theorem.

prereq: MATH 26000 and MATH 35200 or permission of the instructor.  
Hours 3  
Credits 3

4. Elective Course Requirement (15 credits)

Fifteen credits (5 courses) from MATH 70000 and/or STAT 70000-level courses approved by the graduate mathematics adviser are required. The department’s course rotation schedule may make it necessary to substitute a limited number of courses at the MATH 60000 level with permission of the adviser.

5. Written comprehensive examination
Written comprehensive examinations are required in algebra and analysis (see 1 and 2 above) and in two additional areas to be chosen by the student with the adviser's approval. The comprehensive examinations must be completed in the student's final semester. Students who fail an examination may repeat the examination. If a student fails an examination twice, the department chair will appoint a committee to review the student's case. The student may be allowed to repeat the examination for a final time or may be required to leave the program.

6. Reading knowledge

Students must exhibit a reading knowledge of French, German, Russian or another language with a sufficiently rich mathematical literature.

Note

For further information on the MA in Pure Mathematics, please contact Professor John Loustau: jloustau@msn.com.

Spanish - MA

The master's degree in Spanish provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities. The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

Requirements for Admission

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

Requirements for MA

1. Courses

A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. Languages

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. Comprehensive Examination

Candidates must pass a written examination on the field of study, in the language of specialization.
4. Master’s essay

The master’s essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

Statistics and Applied Mathematics - MA


- Statistics and Applied Mathematics - Track I: Statistics
- Statistics and Applied Mathematics - Track II: Applied Mathematics
- Statistics and Applied Mathematics - Track III: Bioinformatics
- Statistics and Applied Mathematics - Track IV: Financial Mathematics

Statistics and Applied Mathematics - Track I: Statistics

Admission Requirements for Track I: Statistics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Multivariate Calculus (MATH 25000) and one semester of calculus-based Linear Algebra (MATH 26000). The department’s requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements:

Required core (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I


prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 3 hrs.
Credits 3 cr.

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department
STAT 70300 - Mathematical Statistics


prereq: permission of the department

Hours 3 hrs.
Credits 3 cr.

STAT 70600 - General Linear Models I


prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 3 hrs.
Credits 3 cr.

STAT 70700 - General Linear Models II


prereq: STAT 70600 or equivalent

Hours 3 hrs.
Credits 3 cr.

Electives (12 credits, 4 courses)

Twelve credits in statistics, computer science, mathematics, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the MATH 70000 and/or STAT 70000 level. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

Project (3 credits, 1 course)

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department
The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

Note(s)

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

For further information on the MA in Statistics, please contact the statistics adviser.

*The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.

**Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30-credit (10-course) total.

Statistics and Applied Mathematics - Track II: Applied Mathematics

Most students in Track II do their project in differential equations. The context may be engineering or finance. The techniques may be from numerical analysis or statistics or a combination of these.

Admission Requirements - Track II: Applied Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Multivariate Calculus (MATH 25000) and one semester of calculus-based Linear Algebra (MATH 26000). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements:

Required core (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I


prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department
**MATH 68500 - Numerical Methods**

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.

*prereq: a course in ordinary differential equations*

**STAT 78600 - Modeling and Visualization**

The development of continuous mathematical models, the resolution of the resulting differential equations by numerical techniques and the visualization of the simulated data. Problems come from various areas of the social, biological and physical sciences.

*prereq: Departmental permission*

**MATH 74600 - Theory of Functions of a Real Variable I**

Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.

*prereq: 1 year of advanced calculus*

**MATH 74700 - Theory of Functions of a Real Variable II**

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

*prereq: MATH 35200 or equivalent and departmental permission*

The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

One of:

**MATH 72100 - Modern Algebra I**

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

*prereq: MATH 31100 or equivalent and departmental permission*
The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

**MATH 72500 - Advanced Linear Algebra**

Topics in advanced linear algebra and multilinear algebra.

*prereq: MATH 31100 or equivalent and departmental permission*

**MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation**

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

*prereq: MATH 38500 and departmental permission*

**Electives (12 credits, 4 courses)**

Twelve credits in statistics, computer science, mathematics, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the MATH 70000 and/or STAT 70000 level. Electives must be approved by the Graduate Applied Math Advisor. Alternatives to required courses that were not selected may be used as electives.

Suggested electives are:

**MATH 64200 - Introduction to Theory of Functions of a Complex Variable**

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

*prereq: a course in advanced calculus*

**MATH 68500 - Numerical Methods**

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.
prereq: a course in ordinary differential equations
Hours 3 hrs.
Credits 3 cr.

MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

prereq: MATH 38500 and departmental permission
Hours 3
Credits 3
One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

prereq: a course in multivariate calculus and a course in linear algebra
Hours 3 hrs.
Credits 3 cr.
Familiarity with MAPLE or MATHEMATICA encouraged

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.

prereq: 1 year of advanced calculus
Hours 3 hrs.
Credits 3 cr.

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission
Hours 3
Credits 3
The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission
The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

**MATH 72500 - Advanced Linear Algebra**

Topics in advanced linear algebra and multilinear algebra.

*prereq: MATH 31100 or equivalent and departmental permission*

**STAT 70200 - Advanced Probability Theory II**

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

*prereq: STAT 70100 or permission of the department*

**STAT 70300 - Mathematical Statistics**


*prereq: permission of the department*

**STAT 70600 - General Linear Models I**


*prereq: STAT 70100 and 70300 or equivalent or permission of department*

**STAT 70700 - General Linear Models II**

prereq: STAT 70600 or equivalent

Hours 3 hrs.
Credits 3 cr.

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.

Hours 3 hrs.
Credits 3 cr.

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability

Hours 3 hrs.
Credits 3 cr.

STAT 72600 - The Theory and Methods of Sampling


prereq: STAT 70100 or equivalent, or permission of the department

Hours 3 hrs.
Credits 3 cr.

STAT 73900 - Bayesian Statistics


prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.

Hours 3
Credits 3

STAT 76100 - Advanced Concepts in Financial Markets

Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes such as hedging and speculation, and potential problems that can arise in the application of financial derivatives.
STAT 78700 - Statistical Models for Spatial Data

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

**prereq:** STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor

**Hours 3**  
**Credits 3**

Project (3 credits, 1 course)

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

**prereq:** permission of the department

**Hours 3**  
**Credits 3**

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

**Note(s)**

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

*The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.

**Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30-credit (10-course) total.
Degree Requirements:

Required core (15 credits, 5 courses)

**STAT 70100 - Advanced Probability Theory I**


*prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70300 - Mathematical Statistics**


*prereq: permission of the department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70600 - General Linear Models I**


*prereq: STAT 70100 and 70300 or equivalent or permission of department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 73900 - Bayesian Statistics**


*prereq: prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.*

*Hours 3*

*Credits 3*

and one of

**STAT 71600 - Data Analysis**
Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

**prereq: C or better in STAT 61400, or an equivalent introductory statistics course.**

**Hours 3 hrs.**

**Credits 3 cr.**

*This course is cross-listed with BIOS 75600*

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**STAT 71700 - Multivariate Analysis**

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection- pursuit.

**prereq: C or better in STAT 61400, or an equivalent introductory statistics course.**

**Hours 3 hrs.**

**Credits 3 cr.**

* Depending on the statistics background of the entering student, STAT 75000 Applied Biostatistics I and STAT 75100 Applied Biostatistics II might be taken instead of STAT 70300 Mathematical Statistics.*

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**Electives (9-12 credits, 3-4 courses)**

Nine to twelve credits in statistics, biology, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the 700 level. Electives must be approved by the Graduate Biostatistics Advisor.

Alternatives to required courses that were not selected may be used as electives.

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**STAT 71400 - Topics in Statistical Inference**

Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

**Hours 3 hrs.**

**Credits 3 cr.**

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**STAT 71500 - Time Series Analysis**

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

**prereq: C or better in STAT 61400, or an equivalent introductory statistics course.**

**Hours 3 hrs.**

**Credits 3 cr.**

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**STAT 71600 - Data Analysis**

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

**prereq: C or better in STAT 61400, or an equivalent introductory statistics course.**
Hours 3 hrs.
Credits 3 cr.
This course is cross-listed with BIOS 75600

STAT 71700 - Multivariate Analysis

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection-pursuit.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.

STAT 71800 - Analysis of Variance

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics include: one-, two- and many way layouts; decomposition and partitioning of variance; fixed-, random-, and mixed-affects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.
This course is cross-listed with BIOS 75800

STAT 72600 - The Theory and Methods of Sampling


prereq: STAT 70100 or equivalent, or permission of the department
Hours 3 hrs.
Credits 3 cr.

STAT 73900 - Bayesian Statistics


prereq: prerequisite: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.
Hours 3
Credits 3

STAT 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression, and log-linear models.
Cross-listed BIOS 75200  
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.  
Hours 3  
Credits 3  

STAT 75300 - Analysis of Longitudinal Data  
An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal and random effects models, time-dependent covariates, missing values.  

Cross-listed BIOS 75300  
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.  
Hours 3  
Credits 3  

STAT 75400 - Design and Analysis of Complex Surveys  
An introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.  

Cross-listed BIOS 75400  
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.  
Hours 3  
Credits 3  

STAT 75500 - Survival Analysis  
An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data and case studies.  

Cross-listed BIOS 75500  
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.  
Hours 3  
Credits 3  

STAT 78700 - Statistical Models for Spatial Data  
Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns. 

prereq: STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor  
Hours 3  
Credits 3
ANTH 79000 - Biological Anthropology (Core Course)

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 79300 - Human Evolutionary Genetics

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

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

BIOL 70005 - Genetics

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

*prereq: undergraduate genetics and molecular biology (or biochemistry)*
*Hours 60 lec,*
*Credits 4 cr*
*fall only*

BIOL 71013 - Molecular Biology Lecture

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

*prereq: 1 yr of organic chemistry*
*Hours 75 hrs,*
*Credits 5 cr*
*fall only*

BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

*prereq or coreq: BIOL 71013 and BIOL 71401*
*Hours 60 lec,*
*Credits 4 cr*
*Spring only*

BIOL 79049 - Computational Molecular Biology
An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure predication, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories and hands-on exercises.

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

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

**CHEM 69803 - Chemical Genomics**

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

*Hours 3*
*Credits 3*

**Project (3 credits, 1 course)**

**STAT 79000 - Case Seminar**

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student’s ability to apply methods from statistics, probability or operations research to complex real problems.

*prereq: permission of the department*
*Hours 3*
*Credits 3*

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

**Notes**

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA,
Statistics and Applied Mathematics - Track IV: Financial Mathematics

This concentration is designed to teach students the mathematical methods involved in the solution of problems in finance. Several financial institutions—such as investment banks and commercial banks, hedge funds, credit rating and/or regulatory agencies—apply these methods to such problems as derivative securities valuation and hedging, trading, portfolio optimization, and risk management.

The concentration provides students the rigorous theoretical background to obtain jobs as quantitative analysts working as support to traders in front office jobs, or middle office risk management teams, as asset management specialist for hedge funds, as model analysts in credit rating companies and other such related jobs as quantitative strategists in trading firms. While a career in the financial industry is possible, our program is also meant to expose the student to the theoretical foundations required to successfully pursue a PhD in the disciplines associated with mathematical finance.

The concentration builds upon existing strengths in the department both in applied mathematics (numerical methods) and statistics (probability theory, statistical inference/machine learning, applied statistical analysis), while bringing in the tools of finance and financial economics to create a unique combination of courses that will provide rigorous training and a general exposure to the principles of mathematical finance.

Admission Requirements - Track IV: Financial Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Multivariate Calculus (MATH 25000) and one semester of calculus-based Linear Algebra (MATH 26000). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements

Required core (24 credits, 8 courses)

STAT 70100 - Advanced Probability Theory I


prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department
STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department

Hours 3 hrs.
Credits 3 cr.

STAT 70300 - Mathematical Statistics


prereq: permission of the department

Hours 3 hrs.
Credits 3 cr.

MATH 68500 - Numerical Methods

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.

prereq: a course in ordinary differential equations

Hours 3 hrs.
Credits 3 cr.

STAT 76100 - Advanced Concepts in Financial Markets

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

prereq: permission of the department

Hours 3
Credits 3

STAT 76200 - Stochastic Methods in Finance

Mathematical theory and probabilistic tools for modeling and analyzing security markets. Pricing options in complete and incomplete markets, equivalent martingale measures, utility maximization, interest rate models.

prereq: STAT 70100, STAT 70200, STAT 76100
ECO 70100 - Microeconomic Theory

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

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 76000 - Financial Economics

Examination of the models of finance: optimization over time, asset valuation and risk management. Applications to models of asset pricing, including stocks, bonds and options; portfolio selection; and problems in corporate finance including investment analysis and capital structure.

prereq or coreq: ECO 70100 and ECO 72100

Elective (3 credits, 1 course)

ECO 71100 - Banking and Financial Markets

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

prereq: ECO 21000
prereq or coreq: ECO 70300 and ECO 72100

ECO 72100 - Linear Econometric Analysis

Econometric analysis of linear statistical models. Topics include: ordinary least squares-estimation, inference, testing and specification testing; instrumental variables and simultaneous equations models; panel data regression; time series and forecasting

prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B
prereq or coreq: MATH 15500

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.

Hours 3 hrs.
Credits 3 cr.

STAT 72200 - Theory of Games
Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability

Hours 3 hrs.
Credits 3 cr.

ECO 76500 - Games and Information

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

prereq or coreq: ECO 70100

Project (3 credits, 1 course)

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 3
Credits 3

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

Notes

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

TESOL Adult Track - MA

The TESOL Adult Track (Academic Plan: TESOL-MA | Subplan TESOLADUNC) prepares students to teach adults in college, continuing education, literacy, business, private, and other community, academic and professional programs in the United States or abroad. It does not prepare teachers for New York State certification to teach in the public schools.

Links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice.
Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter.

Admission Requirements

1. Bachelor's degree with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. 12 credits in foreign language documented on a transcript or equivalent credits on a standardized proficiency test such as the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language.
3. Two letters of recommendation.
4. A personal statement.
5. Satisfactory communication skills. (An oral interview and on-site writing sample may be required to provide additional evidence of communication skills).

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

**Academic Plan**

**TESOL-MA**

**Subplan**

**TESOLADUNC**

**Total Credits**

34

**EDESL 78200 - TESOL Methods for Adult Education (KC)**

A treatment of effective TESOL practices, classroom management, and learning environments appropriate to the adult classroom. Twenty-five hours of field experience/observation is a part of this course.

*Hours 45 hrs
Credits 3 cr*
Required of students in the Adult Program and an elective for students in the Pre-K–12 Programs One and Two who have been waived from a required course.

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**LING 70300 - Analysis and Structure of English I**

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 15 hours of field experience.

prereq or coreq: EDESL 78300  
Hours 3 hrs  
Credits 3 cr

**LING 70400 - Analysis and Structure of English 2**

The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 10 hours of field experience.

prereq: EDESL 78300, LING 70300  
Hours 3 hrs  
Credits 3 cr

**EDESL 78100 - Curriculum and Materials in Adult TESOL (KC)**

Overview of the various curriculum and materials options for learning ESL/EFL (listening and an oral comprehension, speaking and conversation, reading and vocabulary building, writing and composing, textbook series for children and adults, dictionaries, computer-assisted learning materials, video programs and others). Attention is given to classroom management tasks, setting up and exploiting various learning environments, and general literacy concerns.

prereq or coreq: EDESL 78200  
Hours 3 hrs  
Credits 3 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDESL 77500 - Socio-Cultural Aspects of Language**

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.
LING 77300 - Instructed Second Language Acquisition (KC)

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

prereq or coreq: EDESL 78300; LING 70300

EDESL 74100 - Teaching ESL Oral Skills

This course will begin by addressing theory and practice of both the acquisition and teaching of oral and listening skills in adult ESL. It will then focus on how oral and listening skills can be taught to adults from diverse cultural and linguistic backgrounds, addressing cognitive, emotional, social, and personal differences among students.

prereq: EDESL 70200, EDESL 70300

EDESL 74200 - Teaching ESL Reading and Writing

The course will cover theories of reading and writing, as well as focus on the teaching methods and practices that grow out of them. The primary focus of the course will be the process of learning about how L2 literacy skills are acquired.

prereq: EDESL 70200, EDESL 70300

EDESL 74300 - Language Assessment for Adult ESL Classrooms

This course introduces students to relevant theory and current practice in the area of language assessment and integrates the two in order to provide students with both conceptual understanding and practical experience with language assessment. The course will examine key concepts and current debates, including validity, reliability and the ethics of high-stakes testing.

prereq: EDESL 702 and EDESL 703

EDESL 79800 - Student Teaching in Academic ESL
**EDESL 79900 - Adult Fieldwork / Practicum (KC)**

*Hours 60 hrs fieldwork  
Credits 2 cr  

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

Three credits of electives from the list below:

**EDESL 70100 - Selected Topics in TESOL**

**EDESL 701-704 Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

*prereq: permission of TESOL adviser  
Credits 1 cr  

**EDESL 70200 - Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

*prereq: permission of TESOL adviser  
Credits 2 cr  

**EDESL 70300 - Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

*prereq: permission of TESOL adviser  
Credits 3 cr  

**EDESL 70400 - Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based
instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12
Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 4 cr

EDESL 78000 - Seminar in Educational Research (Master's Essay)

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of
relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually
with the adviser, are exempt from taking the comprehensive examination.
This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult
Track and K-12 programs. Year-long course.

prereq: completion of 24 credits and permission of TESOL adviser
Credits 3 cr (year-long)
Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter
grade upon satisfactory completion of all course requirements.

Exit Requirements

1. An overall GPA of 3.0.
2. Electronic Portfolio Evaluation.

TESOL PreK-12 - MA

Program Coordinator

Tim Farnsworth
1013 West Building
(212) 650-3376
tfarnsw@hunter.cuny.edu

The TESOL PreK-12 program (Academic Plan: TESOL-MA) is designed to educate people who wish to teach students
for whom English is a second or foreign language in a school setting. The skill of teaching English to speakers of other
languages is acquired through studying specialized methods and techniques that differ from those used by teachers of
English to native speakers. This preparation is the focus of the programs in TESOL.

In these programs, links to the ESL classroom are emphasized and students are exposed to extensive field experiences
and practice. Students should be prepared to spend considerable amounts of time observing and participating in
educational settings in addition to attending classes at Hunter. All fieldwork experience must be done in New York
City public schools.

TESOL-MA has two tracks (or subplans). Track 1 (Subplan: TESOLLNYSC) is for applicants with no prior NYS
certificate. Track 2 (Subplan: TESOLANYSC) is for applicants who have prior NYS certificate.

Admission Requirements

Track 1
Applicants who do not hold NYS Certification

1. Bachelor's degree with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. A liberal arts of sciences major or interdisciplinary concentration of at least 30 credits.
3. A general education core in liberal arts and sciences to include: 12 credits in foreign language documented on a transcript or equivalent credits on a standardized proficiency test such as the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language; 9 credits in communication and English with at least one course in written analysis and expression and once course in English literature; 9 credits in science and mathematics, with at least one course in math one course in science (a college course in calculus satisfies 6 credits of this requirement); 6 credits in social studies (to include at least one course in history or geography); 3 credits in the arts; 3 credits in information retrieval (library studies, research, computer literacy or educational technology).
4. Satisfactory communication skills. (An oral interview and on-site writing sample may be required to provide additional evidence of communication skills, depending on the applicant's academic record and language proficiency as reflected in the application).
5. Two letters of recommendation.
6. A personal statement.

Track 2

Applicants who hold NYS Certification

1. Bachelor's degree with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. 12 credits in foreign language documented on a transcript or equivalent credits on a standardized proficiency test such as the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language.
3. NYS teacher certification in subject areas other than TESOL (specifically early childhood, childhood, middle childhood, or adolescent education; special subjects; students with disabilities; or literacy).
4. Satisfactory communication skills. (An oral interview and on-site writing sample may be required to provide additional evidence of communication skills, depending on the applicant's academic record and language proficiency as reflected in the application).
5. Two letters of recommendation.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study
Academic Plan

TESOL-MA

Subplans

- Track 1: TESOLLNYSC
- Track 2: TESOLANYSC

Total Credits

- TESOLLNYSC: 30-42 (Note: Students may be exempted for up to nine credits (12 credits for those completing EDESL 780))
- TESOLANYSC: 30-36 (Note: Students may be exempted up to three credits (6 credits for those completing EDESL 780))

Courses for Track 1

Track 1 (Subplan: TESOLLNYSC)

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

**CEDF 713 - CEDF 71300 - Child and Adolescence Development**

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

*Hours 3 hrs*
*Credits 3 cr*

**EDESL 77500 - Socio-Cultural Aspects of Language**

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

*Hours 3 hrs*
*Credits 3 cr*

**EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)**

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of
programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

**Hours 3**  
**Credits 3**  
**Required for students in Program Two and Program Three (Adult Program).**

_Any student who receives a grade of F or WU in this class will not be permitted to continue in the program._

_EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)_

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.  
This course requires 30 hours of field experiences.

**prereq:** LING 70300, EDESL 78300 or permission of TESOL adviser  
**Hours 3 hrs**  
**Credits 3 cr**

This _Key Course_ requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

_EDESL 79100 - Language Assessment in TESOL_  

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

**prereq:** LING 70300, EDESL 78300  
**prereq or coreq:** LING 77300, LING 70400  
**Hours 45 hrs,**  
**Credits 3 cr**

_EDESL 79200 - Second Language Literacy and Technology_  

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

**prereq:** LING 70300; LING 77300; EDESL 78300  
**Hours 3 hrs**  
**Credits 3 cr**  
Required of students in both Pre- K–12 Programs One and Two; elective for students in the Adult Program.

**LING 70300 - Analysis and Structure of English I**
The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 15 hours of field experience.

*prereq or coreq: EDESL 78300
Hours 3 hrs
Credits 3 cr*

**LING 70400 - Analysis and Structure of English 2**

The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 10 hours of field experience.

*prereq: EDESL 78300, LING 70300
Hours 3 hrs
Credits 3 cr*

**LING 77300 - Instructed Second Language Acquisition (KC)**

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research. This course requires 15 hours of field experience.

*prereq or coreq: EDESL 78300; LING 70300
Hours 3 hrs
Credits 3 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900*
EDESL 75200 - Supervised Teaching 1 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.

prereq: Completion of 24 credits or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And -

EDESL 75300 - Supervised Teaching 2 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

prereq: EDESL 75200
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And one of the following -

EDESL 78000 - Seminar in Educational Research (Master's Essay)

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination. This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

prereq: completion of 24 credits and permission of TESOL adviser
Credits 3 cr (year-long)
Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter grade upon satisfactory completion of all course requirements.
Courses for Track 2

Track 2 (Subplan: TESOLANYSC)

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*

*Credits 3 cr*

**EDESL 77500 - Socio-Cultural Aspects of Language**

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

*Hours 3 hrs*

*Credits 3 cr*

**EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)**

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

*Hours 3*

*Credits 3*

*Required for students in Program Two and Program Three (Adult Program).*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)**

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills. This course requires 30 hours of field experiences.

*prereq: LING 70300, EDESL 78300 or permission of TESOL adviser*

*Hours 3 hrs*

*Credits 3 cr*
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL 79100 - Language Assessment in TESOL

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

prereq: LING 70300, EDESL 78300
prereq or coreq: LING 77300, LING 70400
Hours 45 hrs,
Credits 3 cr

EDESL 79200 - Second Language Literacy and Technology

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

prereq: LING 70300; LING 77300; EDESL 78300
Hours 3 hrs
Credits 3 cr

Required of students in both Pre-K–12 Programs One and Two; elective for students in the Adult Program.

LING 70300 - Analysis and Structure of English I

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 15 hours of field experience.

prereq or coreq: EDESL 78300
Hours 3 hrs
Credits 3 cr

LING 70400 - Analysis and Structure of English 2

The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 10 hours of field experience.

prereq: EDESL 78300, LING 70300
Hours 3 hrs
Credits 3 cr
LING 77300 - Instructed Second Language Acquisition (KC)

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

prereq or coreq: EDESL 78300; LING 70300
Hours 3 hrs
Credits 3 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Plus -

EDESL 75200 - Supervised Teaching 1 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.

prereq: Completion of 24 credits or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- And -

EDESL 75300 - Supervised Teaching 2 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

prereq: EDESL 75200
Hours 3 hrs
Credits 3 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- And one of the following -
EDESL 78000 - Seminar in Educational Research (Master's Essay)

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination. This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

prereq: completion of 24 credits and permission of TESOL adviser

Credits 3 cr (year-long)

Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter grade upon satisfactory completion of all course requirements.

or Electronic Portfolio Evaluation

Note(s)

Students may be exempted from up to six credits if they have taken equivalent course work elsewhere. Taking EDESL 780 MA Essay adds 3 credits to total credits in degree.

*Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.

**Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.

Exit Requirements

1. An overall GPA of 3.0.
2. Track 2 students only: Must maintain a valid and appropriate NYS certification.
3. Demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students.
4. Electronic Portfolio Evaluation or successful completion of a master's essay (EDESL 78000).
5. Complete the Dignity for All Students Act (DASA) workshop.

Theatre - MA

The MA program in theatre is designed to offer concentrated study in the areas of theatre history, theory, and criticism; dramaturgy; production and performance studies. The curriculum integrates theory with practice and accommodates the various backgrounds and career goals of theatre professionals, dramaturgs, and educators. Most students continue professional work or go on to PhD programs. In addition to the permanent faculty, well-known theatre artists, critics, and scholars teach on a part-time basis. Individual counseling is an integral part of the program. Through meetings with the graduate advisor, a program of study that meets each student's needs is developed.

MA students may take MFA Playwriting classes with permission. A one-act play must be submitted for consideration.

Requirements for Admission

General admission requirements to the graduate program in the arts and sciences are observed. Applicants with a GPA of 3.4 or higher in theatre history, theory and literary criticism courses, or 6 credits of graduate work with a grade or
grades of 3.0 or better need not submit scores on the Graduate Record Examination. An undergraduate theatre major is not needed for admission to the MA program in theatre. Students enter with a wide variety of academic backgrounds.

Requirements for the Degree

Courses

Each candidate must complete an approved program of study of at least 30 credits, including following. Courses other than those in the Department of Theatre may be applied toward the 30 credits with the approval of the graduate adviser, but may not exceed 9 credits. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

THC 70200 - History of Theatrical Theory

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

Hours 2 hours, including conferences
Credits 3

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 2 hrs, including conferences
Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 2 hrs, including conferences
Credits 3 cr

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 2 hrs, including conferences
Credits 3 cr

Examination

The student is required to pass a three-hour comprehensive examination covering general knowledge in theatre history, criticism, and production. The comprehensive exam may be repeated if failed, but may be taken no more than three times. The department no longer requires a proficiency examination in one foreign language.

MA with Honors

Master's Essay: Upon completion of the comprehensive examination, the graduate committee will determine which students shall be invited to submit a proposal for a Master's Essay. This decision will be based on academic
performance: papers, class participation, and the quality of the comprehensive examination. Honors students must register for THC 79900 - Master's Essay to complete the 30 required credits when the proposal is approved.

THC 79900 - Master's Essay

Individually supervised research and writing of a thesis, leading to graduation with honors.

Credits 3

Recent Electives

Our course offerings also include a continually changing roster of electives

Recent Electives:
Advanced Directing
Theatre and the Middle East
Law and American Drama
Intercultural Theatre
Greek Drama
History of Opera
Puppetry and Performing Objects On-stage
Performing Arts of Kerala, India
Goethe's Faust: Text, Background, Tradition

Translation and Interpreting - MA

The Master of Arts Program in Translation and Interpreting (MATI) is a professional degree program that will train students for careers in translation and interpreting in local government, corporations, private enterprises, nongovernmental organizations and other institutions in the private and public sectors. By offering a combination of practical and theoretical courses, the program provides a clear career path for bilingual students, training them to perform community, legal, medical and conference interpreting as well as written translation in various spheres of governmental and nongovernmental work. The program combines rigorous theoretical grounding and hands on linguistic and professional training with instruction in computer-assisted technologies, software localization and other transferable skills. This program is offered in the Chinese, Russian and Spanish language tracks with plans for more language tracks in the future.

The program is unique in the greater NYC area in its focus on the development of practical and professional skills and its emphasis on translation technologies and training in language specific, purpose-driven translation and interpreting skills, targeting high-demand business and public sectors.

Admissions Requirements

The following admission requirements will apply to all applicants:

1. Completed BA degree (language and translation-related degrees preferred but not required), or equivalent
2. Fluency in language A (equivalent of Level 3+ or higher on Interagency Language Roundtable (ILR) scale, corresponding to "Superior" on ACTFL scale) and full professional working proficiency in language B (equivalent of Level 2+ or higher on ILR scale, corresponding to "Advanced High" on ACTFL scale). Students matriculating from the undergraduate translation programs at Hunter College may have their
language proficiency testing requirement waived based on their academic record and recommendation from language faculty.

3. For international students with BA (or equivalent) from a foreign institution of higher learning, TOEFL ITP scores of 102 or higher (corresponding to 7.5+ on IELTS scale). The application consists of the following components:

- Personal essay/statement of purpose
- Online application form
- Undergraduate transcripts
- Two letters of recommendation (for applicants with industry experience, one academic and one professional encouraged)
- Interview with faculty adviser, which will be conducted in language A and B to further evaluate the applicant's ability to communicate and process information in both languages.
- The Language and Skills Test for language proficiency (http://www.icls.edu/languageskills-assessment/) • Students who score within a three-point range of target test scores may be admitted provisionally and required to take an additional Special Topics in Language course prior to the start of the program
- Language Remedial Requirements
  - In the Chinese track, students accepted provisionally will be required to complete one of the following existing courses: CHIN 70500 Topics in Advanced Conversation CHIN 70600 Topics in Advanced Writing CHIN 70700 Topics in Advanced Reading CHIN 70800 Topics in Chinese Culture and Society
  - In the Russian track, students accepted provisionally will be required to take TRNR 75100 Comparative Russian-English Grammar in Context
  - In the Spanish track, students accepted provisionally will be required to complete 6, rather than 5, Special Topics in Languages (Spanish).

**Curriculum - 30 credits**

The program-wide curriculum will consist of the following components, detailed below:

**Language-Neutral Core Courses (6 credits)**

**Core Courses with a Language-Specific Component (6 credits)**

**Elective (3 credits)**

**Language-Specific Courses, including Special Topics in Language (STL) (15-18 credits)**

**1. Language-Neutral Core Courses (6 credits)**

Certain translation-relevant skills exist outside specific languages and provide baseline knowledge to all students interested in careers in Translation and Interpreting. All students, regardless of language tracks, are required to complete two core courses, offered in English in a language-neutral setting

**TRN 75100 - Translation Theory**

The course provides an overview of the evolution of translation studies and translation theory. It prepares the students to discuss concepts of intention, translatability, purpose, and function of translation.

*Hours 3
Credits 3*
TRN 75900 - Computer-Assisted Translation

The course teaches students the command of technology tools used in translation. Through the use of various computer-assisted translation tools, the students learn practical industry skills such as building field-specific terminology lists, reviewing and editing, multilingual project management, invoicing, and project analysis. The students also develop transferrable skills that can be applied to new technologies. The course is language-neutral and taught in English.

**prereq:** TRNS 75100: Translation Theory
For Russian track, one of the following:
TRNR 75200: Advanced Comparative Russian-English Grammar and Stylistics for Translation
TRNR 75300: Russian-to-English Translation TRNR 75400: English-to-Russian Translation For Spanish Track, one of the following:
TRNS 75200: Comparative English/Spanish Grammar and Stylistics for Translators
TRNS 75300: English-to-Spanish Translation TRNS 75400: Spanish-to-English Translation For Chinese Track, one of the following:

**Hours** 3  
**Credits** 3

2. Core Courses with a Language-Specific Component (6 credits)

The following courses are required for students enrolled in all language tracks. Each course is divided into a language-neutral portion, during which students receive theoretical training (including ethics, code of conduct, industry-specific information) and a language-specific component, conducted by a graduate teaching assistant in each respective language and consisting of vocabulary practice, role-play, authentic document translation, simulated interpreting scenarios and peer editing and feedback. These are:

**TRN 75500 - Medical Translation**

This course will provide an overview of translation for medicine and related sciences. The course introduces the students to key terminology, skills, as well as ethics of work in this field.

**prereq:** TRN 75100: Translation Theory

**Hours** 3  
**Credits** 3

**TRN 75600 - Legal and Business Translation**

The course applies translation techniques and problem-solving strategies to translating texts in the legal field.

**prereq:** TRN 75100

**Hours** 3  
**Credits** 3

3. Elective (3 credits)

Students will select a course to complement their training in translation. The choice of the class will be dictated by the student's professional interests and prospective fields of employment.
Requiring an elective will compel the students to gain field-specific knowledge outside of language. The interdepartmental character of this elective not only allows graduate students to avail themselves of collaboration across departments that forms part of Hunter's tradition of academic excellence, but also model the interdisciplinary nature of any professional work environment. The students will select courses based on availability with the approval of the program director.

Sample topics and courses include:

English Linguistics (ENGL 60700)
Rhetoric and Composition (ENGL 60700)
The Nature of Written Language (ENG 78550)
Fundamentals of Health Policy and Management (PH 75600)
Healthcare Systems and Policy (NURS 70400)
Community Organizing and Development for Health (COMHE 75200)
Demographic Issues in Planning and Development (URBG 70300)
Social Welfare Policy and Services (SSW 70150)
Immigrants and Refugees: Policies and Issues (SSW 70219)
Literary Translation (Independent study)
Research and Methods (Independent Study)
Translating New York: Émigré Literature in Translation (Independent study)
Translation and Interpreting Internship (by department permission)

4. Language-Specific Courses: Special Topics in Language (15 credits)

The Special Topics in Language (STL) courses vary by language track. The language track is indicated in the course number (TRNC for Chinese; TRNR for Russian; TRNS for Spanish).

Chinese: Special Topics in Language

**TRNC 75100 - Market Strategies & Critical Perspectives for Chinese-English Translators**

This course offers a critical perspective on opportunities and challenges for the entry level Chinese-English translator/interpreter today. It addresses translation as a business and translators as individuals who engage in a wide array of "conversations" in a competitive marketplace—with different agencies, organizations, and institutions. Students will examine the evolution of what is called "professional" (as opposed to literary or community) translation, and the specificity of freelance or start-up work as opposed to landing full-time positions in corporations of different
scales, from the boutique agencies to the multinational LSPs (language service providers). While learning to strategize work opportunities and to market their skills, students will contemplate larger issues of social purpose and sustainability of the translator, the role of the translators/interpreters in corporate social responsibility, soft-power economics, climate change, and other social justice and humanitarian concerns.

*Hours 3  
*Credits 3

**TRNC 75200 - Chinese to English Professional Translators Workshop**

Professional Translators Workshop serves as a preparatory overview in Chinese/English translation; the course provides a comprehensive skill-based induction into document translation as a multi-faceted and market-driven occupation, with emphasis on professional, that is, need-based, client-initiated, projects, as opposed to recreational or literary translation. Students will learn how to use key translation resources and implement appropriate strategies in translating and oral rendition/sight-translation between Chinese and English to serve real-world communicative purposes.

*Hours 3 hrs.  
*Credits 3 cr.

**TRNC 75400 - Chinese-English Editing and Revising in Translation**

This course reinforces the basic principles of translation and its productive progression through levels of fine-tuning – proofreading, revising, copy-editing, post-editing – from the rough drafts to the final copy. Editing and Revising in Translation will address the mechanics of grammar and readability of target texts in English, but more importantly, also the process of appreciatively revising the efficacy and merit of translated works in English in terms of the translator's handling of style, register, and idiom. As translation often occurs in urban environments of robust linguistic contact and change, the course will account for English as Englishes in the world and challenge prescriptive linguistics by addressing variation in English usage; the course will identify the pitfalls of word-for-word or literal translation with focus on differences in the rhetoric and discourse structures between languages. Theoretical discussion on approaches to translation and types and levels of proofing and editing emerge naturally in this context.

*Hours 3  
*Credits 3

**TRNC 75600 - Translation in Commercial Affairs (CHINESE-ENGLISH)**

This course concerns the practice of Chinese to English translation within the broad scope of commercial affairs as they pertain to fundamental industry sectors such as real estate, tourism and hospitality, banking, retail manufacturing, catering, etc. Students will practice translation on behalf of a range of corporate clients and public oversight bodies such as the consumer protection bureau, the stock exchange commission, the housing or transportation authorities, health and hygiene departments, and other agencies. While translating trade-specific and highly contextualized matters (catering to particular consumer demographics), students will be trained in functional, dynamic approaches in translation.

*prereq or coreq: TRNC 75100: Market Strategies and Critical Perspectives for Chinese-English Translators  
TRNC 75200: Professional Translator Workshop  
Hours 3  
Credits 3

**TRNC 76100 - Chinese-English Fundamentals of Sight Translation & Consecutive Interpreting**
This course provides a broad introduction to Chinese-English interpreting in a variety of public, community, and business settings, with emphasis on sight translation (oral rendition of written texts) as a fundamental part of the process. Students will engage in role-play exercises (simulating real-world interactions) and hone specific skill sets and strategies cumulatively, at increasing levels of complexity. Students will practice and reflect on consecutive interpreting as a multi-faceted process broken into performance-based components including note-taking, listening, voice production, the use of verbal and non-verbal cues, memory training, and paralinguistic applications. The course will survey the role of interpreters in healthcare, public education, criminal justice, and the court system.

prereq or coreq: TRN 751: Translation Theory, TRNC: 75200 Professional Translation Workshop

Hours 3
Credits 3

Additionally, students without an educational background in translation or scoring below the required proficiency level for admission will be required to take one of the following:

- CHIN 70500 Topics in Advanced Conversation
- CHIN 70600 Topics in Advanced Writing
- CHIN 70700 Topics in Advanced Reading
- CHIN 70800 Topics in Chinese Culture and Society

Russian: Special Topics in Language

TRNR 75200 - Advanced Comparative Russian-English Grammar and Stylistics for Translators

The course offers an advanced comparative study of grammatical, syntactical and stylistic forms of English and Russian, along with emphasis on stylistics and usage. The course focuses on lexical, grammatical and cultural equivalence, builds vocabulary and prepares students for work in professional translation by introducing basic concepts in translation. The course also provides a cultural foundation for language learning and familiarizes the students with different registers of speech through exercises based on published periodicals, electronic resources and scientific essays, among others.

Hours 3 hrs.
Credits 3 cr.

TRNR 75300 - Russian to English Translation

The course prepares students for Russian-to-English translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

prereq: TRN 75100: Translation Theory
coreq: TRNR 75100: Advanced Russian Grammar

Hours 3
Credits 3

TRNR 75400 - English to Russian Translation

The course prepares students for English-Russian translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

prereq: TRN 75100: Translation Theory; TRNR 75200: Advanced Comparative Russian-English Grammar and Stylistics; TRNR 75300: Russian-English Translation
TRNR 76100 - Consecutive Bidirectional Interpretation

The course teaches background skills for consecutive interpretation (memory training, concentration and note-taking) along with practice in simulated real-life settings.

*prereq: TRN 75100: Translation Theory
TRNR 75200: Advanced Comparative Russian-English Grammar and Stylistics for Translators

TRNR 76200 - Simultaneous Interpretation

The course introduces students to foundations of simultaneous interpretation, including focus on memory and note-taking, use of relevant technology as well as such transferrable skills as glossary building, multi-tasking, and subject-specific research. The course is offered in Russian.

*prereq: TRN 75100: Translation Theory
TRNR 75200: Advanced Russian-English Comparative Grammar and Stylistics for Translators
TRNR 76100: Consecutive Interpretation

Spanish: Special Topics in Language

TRNS 75200 - Comparative English-Spanish Grammar & Stylistics

This course will compare and contrast English and Spanish grammar and stylistics within their historical context and their evolution to modern times. These grammatical concepts will serve as the means for applying practical solutions to language-transfer challenges in translation exercises. Students will also be guided to understand and use the fundamental concepts of stylistics and their implication for the study and practice of translation.

TRNS 76100 - Consecutive Interpretation

The course teaches background skills for consecutive interpretation (memory training, concentration and note-taking) along with practice in simulated real-life settings.

*prereq: TRN 75100

TRNS 76200 - Simultaneous Interpretation

The course introduces students to simultaneous interpretation, including focus on memory and note-taking, use of relevant technology as well as such transferrable skills as glossary-building, multitasking, and subject-specific research. The course is offered in Spanish.
prereq: TRN 75100: Translation Theory

Hours 3
Credits 3

Any two of the following three courses:

- TRNS 75300 Spanish to English Translation
- TRNS 75400 English to Spanish Translation
- TRNS 75500 English – Spanish Revising & Editing for Translators

Visual Arts Education - MA

The School of Education offers two master's degree programs for NYS certification for visual arts teachers. These programs focus on practical approaches to the teaching of visual arts education, while also providing graduate coursework in the foundations of education and in general education curriculum and content in grades PreK-12. Both programs lead to NYS certification in Visual Arts PreK-12.

Program 1 (Academic Plan: VSARTED-MA) is for those with no prior NYS certification.

Program 2 (Academic Plan: VAEDPC-MA) is for those with prior NYS certification.

Admissions Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.5 and a major in visual arts. For applicants with an MFA or other graduate degree, a GPA of at least 3.5.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. 9 credits of art history
4. 24 credits in studio art
5. Two professional references.
6. A personal statement.
7. A digital portfolio of 20 examples of artistic works is submitted as part of the application
8. An interview by faculty for qualified applicants.
9. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
Students who receive a grade of F or WU in key program courses may not continue in the program.

Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: VSARTED-MA
- Program 2: VAEDPC-MA

Total Credits

VSARTED-MA: 44
VAEDPC-MA: 30-31

Program 1

Program 1 (Academic Plan: VSARTED-MA)

For students with no prior NYS certification

ARTH 62100 - Modern Art I

Origins and history of modern art in 19th century.

Hours 45
Credits 3

ARTH 73400 - Theory and Criticism of Art

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

ARTH 78000 - Special Topics in Art

Graduate seminars on specific topics established by individual faculty. Topics in recent years have included Greek Vase Painting, Medieval Art and Thing Theory, Love and Death in Italian Renaissance Art, Mapping Mexico City, Networks of Power in the Ottoman Empire, International Rococo, Manet, Contemporary African Art.

ARTCR 75100 - Special Topics in Studio Art

Special projects in art according to the specialty or area of research of the professor, and in timely response to current trends.

Hours 3.5 hrs
Credits 3 cr.

CEDF 71200 - Child and Adolescent Development
This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

*Hours includes 5 hrs of field work*
*Credits 4*

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,*
*Credits 3 cr*

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,*
*Credits 1 cr*

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,*
*Credits 3 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*
SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 774.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

ARTED 71000 - Methods for Childhood Art Education - Grades PreK-6 (KC)

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for children from Pre-K to grade 6. It emphasizes children's aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades PreK-6.

Includes 36 hours of fieldwork in a school.

prereq or coreq: SEDF 70300 and SEDF 70400
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
ARTED 71100 - Methods of Teaching the Visual Arts Grades 7-12 (KC)

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for the adolescent. Focus: It emphasizes adolescent aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades 7-12.

Course includes 48 hours of fieldwork in a school. Students are observed and evaluated in the field at least once.

 prerequisites: ARTED 71000 and SEDF 70500
 Hours 3 hrs
 Credits 3 cr.

 This Key Course requires a grade of B or better to pass.
 Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
 This course may be repeated only once.

- Plus -

ARTED 71200 - Student Teaching in the Visual Arts Grades Pre-K-12 (KC)

Teacher candidates complete a total of 70 days of student teaching Monday through Friday (35 days of student teaching at grades pre-K-6 and 35 days at grades 7-12) under the supervision of a Hunter College faculty member and a certified Art Educator in a New York City school selected by the college. Students receiving a grade below B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program.

 prerequisites: ARTED 71000 and ARTED 71100 plus 6 credits in ARTH and ARTCR
 Hours 2 hours (includes 70 days in the field)
 Credits 5 credits

 This Key Course requires a grade of B or better to pass.
 Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
 This course may be repeated only once.

- Or both of the following -

 ARTED 713.10 Practicum in the Visual Arts PreK-6 (2 credits) (THIS COURSE IS NOT CURRENTLY OFFERED)
 - And -
 ARTED 713.20 Practicum in the Visual Arts Grades 7-12 (2 credits) (THIS COURSE IS NOT CURRENTLY OFFERED)

Program 2

Program 2 (Academic Plan: VAEDPC-MA)

For students with prior NYS certification
ARTh 62100 - Modern Art I

Origins and history of modern art in 19th century.

*Hours 45
*Credits 3

ARTh 73400 - Theory and Criticism of Art

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

ARTh 78000 - Special Topics in Art

Graduate seminars on specific topics established by individual faculty. Topics in recent years have included Greek Vase Painting, Medieval Art and Thing Theory, Love and Death in Italian Renaissance Art, Mapping Mexico City, Networks of Power in the Ottoman Empire, International Rococo, Manet, Contemporary African Art.

ARTCR 75100 - Special Topics in Studio Art

Special projects in art according to the specialty or area of research of the professor, and in timely response to current trends.

*Hours 3.5 hrs
*Credits 3 cr.

- and -

5 credits of electives in ARTH or ARTCR

ARTed 71000 - Methods for Childhood Art Education - Grades PreK-6 (KC)

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for children from Pre-K grade 6. It emphasizes children's aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades PreK-6.

Includes 36 hours of fieldwork in a school.

*prereq or coreq: SEDF 70300 and SEDF 70400
*Hours 3 hrs
*Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

ARTed 71100 - Methods of Teaching the Visual Arts Grades 7-12 (KC)

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for the adolescent. Focus: It emphasizes adolescent aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades 7-12.
Course includes 48 hours of fieldwork in a school. Students are observed and evaluated in the field at least once.

**prereq:** ARTED 71000 and SEDF 70500  
**Hours** 3 hrs  
**Credits** 3 cr.

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

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**ARTED 71200 - Student Teaching in the Visual Arts Grades Pre-K-12 (KC)**

Teacher candidates complete a total of 70 days of student teaching Monday through Friday (35 days of student teaching at grades pre-K-6 and 35 days at grades 7-12) under the supervision of a Hunter College faculty member and a certified Art Educator in a New York City school selected by the college.  
Students receiving a grade below B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program.

**prereq:** ARTED 71000 and ARTED 71100 plus 6 credits in ARTH and ARTCR  
**Hours** 2 hours (includes 70 days in the field)  
**Credits** 5 credits

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

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- Or both of the following -

**ARTED 713.10 Practicum in the Visual Arts PreK-6 (2 credits)** (THIS COURSE IS NOT CURRENTLY OFFERED)  
- And -  
**ARTED 713.20 Practicum in the Visual Arts Grades 7-12 (2 credits)** (THIS COURSE IS NOT CURRENTLY OFFERED)

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**Exit Requirements**

1. An overall GPA of 3.0  
2. Students must complete the Dignity for All Students Act (anti-bullying) workshop.  
3. Students will develop a professional teaching portfolio that is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to integrate their artistic development with their growth and development as arts educators. Teacher candidates will be expected to connect these elements through critical reflection. Students will work with their instructors throughout their course of study on the portfolio. Students will arrange for a presentation and final review of their work during the last semester of the program.  
4. Program 2 students must maintain valid and appropriate NYS certification.
Creative Writing - MFA

Hunter's Creative Writing MFA is a highly selective program in which students work closely with distinguished writers to perfect their writing skills. The course comprises workshops, craft seminars, one-on-one supervisions with faculty, and literature classes. There are three concentrations, fiction, creative nonfiction and poetry, with 12 students in each. Each year, several students are named Hertog Fellows (fiction and nonfiction) and Friedman Scholars (poetry). These students receive a generous stipend and are paired with well-established writers, for whom they conduct research for one semester.

Departmental Requirements for Admission

Candidates must have completed a BA or equivalent at an accredited institution with no minimum GPA. In addition to the Hunter College application, the candidate must submit a creative writing manuscript (10-20 pages of poetry or 20-30 pages of fiction or creative nonfiction) and a 500-word personal statement describing the candidate's relationship to his/her creative work, literary influences, and why the MFA would be beneficial to the candidate's writing career. In addition, creative nonfiction candidates must submit a 500-word creative nonfiction proposal. The GRE is not required.

Departmental Requirements for the Degree

Each candidate must complete an approved program of study of at least 36 credits, which must include:

1) Four writing workshops in chosen genre

2) Two courses in MA literature (not including ENGL 788)

3) Four MFA craft seminars in chosen genre

4) One course in Writing in Conference

ENGL 79800 - Writing in Conference

Individual tutorial directed by a member of the writing faculty.

Hours 3 hrs
Credits 3 cr
To be taken in sequence with ENGL 79900 (MFA Thesis).

5) One course in MFA thesis

ENGL 79900 - MFA Thesis
Dance - MFA

The Hunter College MFA program in Dance prepares dance artists/educators for careers and professional roles in the field of dance through a wide-ranging program of dance technique and choreography, complemented by appropriate coursework in theory, perspectives and contexts, history, and dance pedagogy. The MFA in Dance is considered the terminal degree in the field; it is the baseline qualifying credential for the college/university teaching job market, a challenging laboratory for furthering deep personal artistic accomplishment, and an important venue for the development of contextual and aesthetic understanding. The program will open in the fall of 2018.

Admission Requirements

All applicants will be required to complete the online Hunter College graduate school application, submit an updated CV, and participate in an interview that will include a presentation on the candidate's professional performing and creative career. Details for the presentation will be available after the candidate's application has been submitted. Admission will occur only in the fall semester. Applicants are required to have a bachelor's degree in any subject, at least 5 years of professional dance experience, and a clearly demonstrated career plan for which academic study of the art form is appropriate.

The GRE exam is not required for application for the MFA/Dance Program. An undergraduate degree in Dance is desirable, but not required. Based on a proficiency exam and one-on-one assessment administered early in the course of study, undergraduate courses may be required to cover specific deficiencies in the student's preparation.

Curriculum

The degree plan comprises courses in dance pedagogy, theory, criticism, aesthetics, history, research methods, cultural studies, physical training, and extensive creative work in performance and choreography. The capstone of the curriculum is the MFA project, an intensive research process culminating in the presentation of significant creative work.

Requirements

The MFA program requires 60 credits and is a terminal degree. The program's standards are those articulated by the National Association of Schools of Dance. The credit requirements are as follows:

- Theory and Perspectives 12 credits
- Dance Technique 11 credits
- Creative Work 11 credits
- Pedagogy 6 credits
- Major MFA project 8 credits
- Electives 12 credits

The 12 elective credits will make it possible for the student to investigate particular areas of interest, and possibly develop a secondary area of interest and expertise.
Curriculum Details

Theory/Context/Perspectives

The 12-credit requirement in Theory/Context/Perspectives is met by the following courses:

**DAN 74000 - Aesthetics**

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

_prereq: Admission to one of the graduate dance programs_

*Hours 3*
*Credits 3*

**DAN 74200 - Graduate Dance History**

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

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

*Hours 3*
*Credits 3*

**DAN 74400 - Modes of Inquiry**

This course introduces various research approaches and methods. Research design - including statements of purpose, review of related literature, articulation of methods, and definition of terms -- the place of action research in creative exploration (including teaching practice), arts-based research, and the role of theory in research are addressed through readings, discussion, practical experience, and written exercises and papers.

_prereq: Admission to MFA Dance program_

*Hours 3*
*Credits 3*

**DAN 74600 - Special Topics in Dance**

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

prereq: Admission to one of the graduate dance programs  
Hours 3  
Credits 3  
Can be repeated for credit with different content areas

Dance Technique

The following courses meet the 11-credit requirement in Technique:

**DAN 70500 - Maintenance of the Dancer's Instrument**

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

**prereq or coreq:** DAN 35000 or equivalent course and/or related professional background  
Hours 3  
Credits 3

Creative Work

The 11 required Creative Work credits are distributed as follows:

**DAN 73000 - Studies of Forms**

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

**prereq:** Undergraduate choreography training and/or equivalent professional experience, permission of department  
Hours 3  
Credits 3  
This course is repeatable once for credit.

**DAN 73300 - Process and Projects**

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

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

**DAN 73500 - Performance and Presentation**
The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA
Hours 3
Credits 1
This course is repeatable once for credit.

Pedagogy

The 6-credit Pedagogy requirement consists of the following courses:

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

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

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

**DAN 75000 - Topics in Teaching for College/University**

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

prereq: DANED 76000
Hours 3
Credits 3

**MFA Project**

The MFA Project (DAN 73700) consists of:

- Development of approximately one hour of new performance work
- Close interaction with faculty as aesthetic and compositional strategies are developed, clarified and implemented
- Preparation of work for public presentation, collaboration with producing partners, including development of PR materials
Electives

The 12 credits of electives are chosen from across the college curriculum or approved outside projects according to particular student interests. Independent study with the Dance faculty in ground-breaking research is encouraged.

Integrated Media Arts - MFA

The MFA Program in Integrated Media Arts (IMA) offers advanced studies in nonfiction media making. The IMA Program educates multi-disciplinary media makers in a diverse range of skills across the media landscape. Working with faculty from film, video, emerging media, and journalism backgrounds, students learn to conceptualize, create and distribute innovative, politically and socially engaged expression using contemporary media technologies. The IMA Program offers a 48-credit course of study, combining analytical seminars, interdisciplinary research, and creative workshops in writing, visual communication, and media production, and culminating in an advanced thesis project and paper. IMA students can also engage in collaborative production labs, intensive tech workshops, a teaching mentorship program, and outside creative residencies. The IMA Program’s robust non-credit offerings include the IMA film screening series, visiting artist lectures as well as master classes and student critiques with prominent artists and media makers. Student work in the program has included single channel documentaries, interactive websites, handmade electro-mechanical devices, public exhibitions, interactive installations, transmedia narratives, live performances, and rich media for the expanding spectrum of screen based platforms. Building on a foundation of research and analysis, IMA students explore and create new ways to advance information and ideas, balancing critical thinking with aesthetics, contemporary issues with an historical perspective, theory with practice, and traditional methods with new technologies.

Admissions Requirements

Students are accepted into the program for fall semester enrollment only. February 1st is the closing date for completed fall applications. The IMA Program is highly selective, enrolling approximately 15 students each year. Applicants are expected to present the following:

- A bachelor's degree, with a minimum GPA of 3.0 on a 4.0 scale.
- 3 letters of recommendation from people able to comment on an applicant's creative and academic talent and determination.
- A portfolio of media works, indicating talent and promise. Submitted works may include videos and films, interactive digital design, photography, sound, graphic design, journalistic writings, etc.
- A personal statement describing the applicant's long-term objectives as a media maker and the social impact they hope their work will have. Statements should also explain why Hunter's MFA Program in Integrated Media Arts is particularly relevant to the applicant's creative goals.
- An official transcript of undergraduate studies.
- A completed graduate application form

Note: Applicants whose native language is not English must take the Test of Written English (TWE) component of the TOEFL examination. For more information see the IMA Program Admission Guidelines.

Degree Requirements (48-50 credits)

The 48-50 credit degree consists of 27 required credits (9 courses), 21 elective credits (7 courses), and several non-credit requirements. Students must take the following courses:
IMA 70000 - Visual Culture Seminar

This course combines self-directed research in visual studies with an introduction to the comparative study of visual culture including approaches from art, media, philosophy and cultural studies contexts. This seminar is a workshop-format research-oriented, criticism-intensive exploration of visual culture methods across media, time periods and critical methods. Students will be asked to develop a Visual Culture Project on a research topic of their own choosing while sharing presentations of readings on topics related to theoretical approaches to visuality drawn from a variety of disciplinary frames designed to give students a broad overview of useful tools for thinking about the visual world.

Hours 3
Credits 3

IMA 70200 - History and Theory of Emerging Media

An exploration of the history of digital and Internet-based art, approached through a comparative framework drawn from the aesthetic history of post-war computing, experimental cinema, and contemporary art history.

prereq: IMA 70000 or IMA 70100

Hours 3
Credits 3
Material Fee: $20

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70900 - History and Theory of the Documentary

This course examines canonical films from the first 100 years of documentary filmmaking in their historical and theoretical context, and analyzes the formal and technological innovations of documentary's pioneers. The course also explores the intersections of documentary art with other art forms and considers the opportunities and responsibilities of a documentary storyteller.

prereq: IMA 70000 -or- IMA 70100

Hours 4 hrs
Credits 3 cr.

IMA 75000 - Emerging Media 1

This hands-on production course introduces students to the practical fundamentals of visual studies, design, digital graphics and illustration. It is a foundations course in 2D design, illustration and digital imaging. Students are introduced to a range of media production equipment and techniques, including: The history of design, computer graphics, illustration and new media; Issues in visual studies; Image composition, framing, and layout; Typography and text/image relationships; and Basic imaging and vector based illustration software.

Hours 4 hrs
Credits 3 cr.

IMA 75100 - Documentary 1

This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.
IMA 75200 - Emerging Media 2

This hands-on class teaches you the skills needed to build basic, well-designed websites. Learn how to layout pages, format text, and optimize images for professional-looking web pages. The course covers HTML, CSS, introductory JavaScript and JS Frameworks, corresponding software as well as combination of text and graphics, creating and optimizing GIFs and JPEGs, animated GIFs. Lectures and exercises focus on creating cohesive websites with effective information architecture, well-designed interfaces, interactivity and usability. Throughout the semester readings relating to net culture, tactical media and other creative forms for network spaces will be required.

_prereq: IMA 75000

IMA 75300 - Documentary 2

This workshop guides students through the process of producing and filming a documentary video project. Course work includes researching an idea, writing a proposal and script, developing interview subjects and/or situations for filming, and budgeting, scheduling and shooting the documentary project.

_prereq: IMA 75100

IMA 79600 - Thesis Production

In this first part of a required two-course MFA capstone thesis sequence, students work individually with their primary thesis advisors to conceptualize, research, and develop an original creative thesis project. Students shape a practical and expressive project plan and produce the requisite preproduction elements needed to support the production of the thesis project the following semester.

_prereq or coreq: Approval of IMA Program Director

IMA 79800 - Thesis Production

Thesis Production is the second part of a required two-course sequence in which students develop and produce an original thesis project as their capstone creative work in the IMA program. During this semester, students will engage in production and postproduction of their thesis projects.

_prereq: IMA 796000

Electives

21 elective credits (7 courses) drawn from advanced IMA course offerings with graduate adviser approval required.
Note that with approval of the Primary Thesis Advisor and the Program Director, a student may elect to continue thesis for up to two additional semesters by registering for IMA 79900, the 1-credit Thesis Extension course, thereby increasing the total credits for degree to 49 or 50.

Students must complete the following non-credit requirements

- **Collaborative Residency:** Students are required to complete a Collaborative Residency, which can be an in-house project or external creative residency that must be defined in conjunction with the graduate adviser and must involve collaboration among different media makers. For more information see the IMA Program Guidelines.

- **Critique Sessions:** Students must pass two critique sessions in order to begin work on the Thesis Project. Students who do not pass either the First or Second Critique after three attempts must withdraw from the IMA Program. For more information see the IMA Program Guidelines.

- **Thesis Requirements:** To graduate, students have a maximum of two years to complete the creative component of the Thesis Project, present this project to a panel of three advisors in a Thesis Defense, submit a Thesis Paper that is approved by the Primary Thesis Advisor and conforms to the College's guidelines for Master's Theses in Arts & Sciences, and exhibit the Thesis Project in the IMA Program's Thesis Show. For more information see the IMA Program Guidelines.

Note

Students must fulfill all degree requirements within five years of matriculating. Non-matriculated students require permission of the IMA Program Director and the instructor for enrollment in any IMA course.

**Playwriting MFA**

The program provides ample workshop opportunities and free or affordable tickets to a wide range of New York City productions. The capstone project of the program is the Hunter Play Festival, a week-long workshop with professional actors and a director which culminates in a public reading attended by agents, producers, and directors.

**Admissions**

Applicants to the Rita and Burton MFA in playwriting are required to have a bachelor's degree; they must submit two letters of recommendation and a full length play or a one act play of at least 40 pages, both as hard copy and as a PDF attachment. An interview is strongly recommended. (Only matriculated students will be eligible to take MFA courses.) Admission will be decided by the Acting Director of the program and the Chair. The deadline for application is January 30.

**Degree Requirements**

This two year program encourages playwrights to discover and celebrate their unique voice. Towards that end they will be given a thorough grounding in theatre history, dramatic literature, play analysis, and the craft of playwriting as well have the opportunity to take electives in other departments. Well known theatre artists will also be invited in to share their experience and expertise. In conjunction with this academic grounding and focus on individual needs, there will be hands-on workshops in which students learn how to collaborate with actors, directors and designers, culminating in staged readings and full productions of their plays.

**Required Courses (27 credits)**
THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3
Credits 3

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):
THC 73100 or permission of instructor.

Hours 3
Credits 3

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

prereq: THC 73200 or permission of the instructor

Hours 3
Credits 3

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III
coreq: THC 72400 Production Workshop II
THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

prereq: Playwriting II
coreq: Playwriting III

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists–directors, actors, designers, and dramaturges–through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III
coreq: THC 72200 Playwriting IV

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 2 hrs, including conferences
Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 2 hrs, including conferences
Credits 3 cr

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 2 hrs, including conferences
Credits 3 cr

Electives (9 credits)
Nine credits are to be chosen from Courses in Theatre

Sample Program of Study

First Semester

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

*prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor
*Hours 3
*Credits 3*

THC elective: select from the following Courses in Theatre

Second Semester

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

*prereq: (and/or other special conditions): THC 73100 or permission of instructor.*
**THC 79000 - Play Analysis**

Study of structural elements of play essential to playwright and director.

*Hours 2 hrs, including conferences*

*Credits 3 cr*

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**Third Semester**

**THC 73300 - MFA Playwriting III: Adaptation**

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

*prereq: THC 73200 or permission of the instructor*

*Hours 3*

*Credits 3*

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**THC 73500 - MFA Production Workshop I**

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

*prereq: Playwriting II*

*coreq: Playwriting III*

- THC elective or Internship: select from the following Courses in Theatre

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**Fourth Semester**

**THC 73400 - MFA Playwriting IV: Final Script for Production**

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.
THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists—directors, actors, designers, and dramaturges—through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges. This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

Studio Art - MFA

Program

The MFA Program in Studio Art is a three-year program that offers advanced studies in Visual Art. Working with faculty from ceramics, drawing, sculpture, new genres, painting, printmaking, and photography, students learn to develop innovative, politically and socially engaged expression using diverse media. The MFA in Studio Art offers a 48-credit course of study, combining interdisciplinary seminars, one-on-one tutorials, classes on special topics, and art history courses spanning diverse histories. The MFA in Studio Art gives access to visiting curators, visiting artist workshops, curatorial studies, lectures, and an interdisciplinary program of graduate-initiated activities and access to courses in any other CUNY school. MFA students explore new ways to advance the field of visual arts and ideas, balancing critical thinking with aesthetics, contemporary issues within an historical perspective, theory with practice, and traditional methods with new technologies.

Admission Requirements

Applications are reviewed once a year. The applicant must have completed an undergraduate degree from an accredited institution. Applicants who have a previously completed an MFA in art cannot be considered for admission to the studio art program at Hunter College. Applicants must submit the on-line Hunter College Graduate Application for Admission. This application, with all supporting materials, must be submitted prior to the January 15 deadline. For application guidelines visit the Art Department website.

The Art Department Graduate Admissions Committee will select finalists for admission to the MFA program. All finalists will be scheduled for an interview.

Program Requirements

Curriculum

Candidates must complete 48 credits, distributed as follows:
• 9 credits of tutorial work
  ARTCR 61400 Studio Tutorial I
  ARTCR 61500 Studio Tutorial II
  ARTCR 61600 Studio Tutorial III
• 9 credits of seminar work
  ARTCR 66200 Seminar I
  ARTCR 66300 Seminar II
  ARTCR 66400 Seminar III
• 9 credits of special topics
  ARTCR 75100 Special Topics in Studio Art
• 6 credits of thesis
  ARTCR 79100 Thesis Exhibition
  ARTCR 79200 Thesis Writing
• 9 credits of liberal arts electives in the history, theory, and criticism of art;
• 6 elective credits which may be used for additional art history or studio electives, graduate level courses in
  other departments or colleges, or non-traditional courses or projects such as apprenticeships, teaching
  assistantships or participation in the foreign exchange program.

Mid Program Review: Eligibility to continue to work toward the degree is evaluated by a committee of MFA faculty
in the third semester.

Residency Requirement: Each student is provided a studio and participates in the program through its use, where they
are expected to hold tutorial meetings.

Additional Information

Foreign Exchange Program

We have exchanges with different schools and programs around the world. Consult the website for current information.

Accounting - MS

Program

The MS in Accounting program at Hunter College is designed for students who have satisfied the academic
requirements for an undergraduate degree in accounting. It will provide intensive training in accounting research,
information systems, ethics, and advanced coverage of the core topics in accounting. Students completing the program
will be well equipped for a successful career in accounting. Hunter’s MS in Accounting has been approved by the New
York State Department of Education as a CPA licensure-qualifying program for students who have earned a BS in
Accounting at Hunter College or an equivalent undergraduate program. New York State requires all CPA candidates to
have completed 150-credit hours in order to sit for the Uniform CPA Examinations. The graduates of the MS program
will be able to fulfill this requirement. The MS program is a 30-credit program consisting of six required courses, two
accounting electives, and two non-accounting electives. It can be pursued on a full-time or part-time basis. The
program curriculum and admission requirements are outlined below. The accounting faculty within the Economics
Department at Hunter College has established a record of teaching excellence, and has produced research of the highest
quality within the field of accounting.

Requirements for Admission
A BS degree in Accounting from Hunter College or the equivalent from another regionally accredited college or university with:

- An overall GPA of 2.75 and a GPA of 3.0 in accounting courses
- Two letters of recommendation
- A GMAT score (Hunter College undergraduates who apply during their senior year are exempt from this).
- A TOEFL score (if an applicant has received all or part of the undergraduate education in a country where English is not the native language).

Students applying with undergraduate degrees other than a BS in Accounting from Hunter may be accepted under the above standards but will need to meet the academic requirements of Hunter's BS in Accounting in addition to the requirements for the MS degree. (The undergraduate requirements include an accounting core comprised of ACC 27100 and 27200, Principles of Accounting I and II; ACC 37100 and 37200, Intermediate Accounting I and II; ACC 47100 and 47200, Advanced Accounting I and II; ACC 28000 and 38000, Business Law I and II; ACC 37400, Cost Accounting; ACC 37300 and 47300, Federal Income and Business Taxation; and ACC 47500, Auditing. For a complete description of the undergraduate requirements, see the Hunter College Undergraduate Catalog).

Requirements for the Degree

The MS in Accounting program requires a student to earn 30 credits: 18 credits from a required core of six courses, 6 credits in accounting electives, and 6 credits in non-accounting electives, as outlined below. Additionally, a capstone research project will be undertaken as part of the required coursework.

Required courses

The following 3-credit courses are required of all students in the program:

**ACC 77000 - Business Ethics, Communications, and Professional Accounting Research**

Methods and techniques of professional accounting research, ethical issues in accountancy and business, and business communications.

*Hours 3*  
*Credits 3*

**ACC 77100 - Advanced Financial Accounting Theory**

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

**ACC 77200 - Accounting Information Systems**

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

**ACC 66000 - Managerial Economics for Accountants**
The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

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

**Hours** 3  
**Credits** 3

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

**ACC 78000 - Academic Accounting Research Methodology and Project**

Methods and techniques for academic accounting research. A capstone research project will be completed.

**Hours** 3  
**Credits** 3

**ACC 77500 - Advanced Auditing**

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

**Note(s)**

*The following may be substituted for ECO 66000 with permission of the program adviser.*

**ECO 70100 - Microeconomic Theory**

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

**prereq:** ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B  
**prereq or coreq:** MATH 15500

**Electives**

An additional twelve (12) credit hours, selected from among the following 3-credit courses, are also required. Students are required to take two courses from the accounting electives and two from liberal arts (non-accounting electives).

**Accounting Electives**

**ACC 77300 - Advanced Federal Income Taxation**

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

**ACC 77400 - Advanced Managerial Accounting**
Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.

**ACC 77600 - Governmental Accounting**

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

**ACC 77700 - State and Local Taxation**

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

**Other (Non-Accounting) Electives**

Any other 600- or 700-level course offered by the Hunter College Economics Department may be taken as a non-accounting elective. Graduate level courses within the Department of Urban Affairs and Planning and the graduate program in Social Research may also be taken as electives.

**Biomedical Laboratory Management-MS**

The MS in Biomedical Laboratory Management (BLM) is a collaborative offering of the Medical Laboratory Sciences (MLS) Department of Hunter College and the School of Professional Studies, CUNY (SPS/CUNY). The purpose of this degree is to provide a career ladder for laboratory staff. Its focus is the knowledge and skills needed for clinical technologists, research assistants and other technical professionals in biomedical laboratories to move into positions of leadership. This degree does not provide NYS clinical licensure. Full details can be found at MS in Biomedical Laboratory Management (BLM).

**Admission Requirements**

See general graduate admission requirements for Hunter programs.

You must meet the following minimum requirements in order to be considered for admission. Meeting these minimum requirements does not guarantee acceptance to the program.

- A bachelor's degree in clinical lab science, biology, chemistry or a related discipline from a regionally accredited institution comparable in standard and content to a bachelor's degree from Hunter College.
- Minimum undergraduate grade point average of 3.0
- A course (or equivalent experience) in Molecular Biology (pre- or co-requisite)
- A minimum of one year of bench experience in a biomedical laboratory
- Two letters of recommendation from appropriate academic or professional references.
- A statement of purpose of approximately 500 words, including a bit about the path that brought you to this degree, and your motivation to pursue opportunities for a position in laboratory management.
• The GRE is not required for admission.

• Applicants whose native language is not English and who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit scores on the Test of English as a Foreign Language (TOEFL). The following minimum scores must be obtained:

  • Paper Based Test: 550
  • Computer Administered Test: 213
  • Internet Based Test: 60 (less speaking component)

Curriculum

The required 30 credits are divided between Hunter College, offering science and biomedicine classes, and the School of Professional Studies, CUNY, offering business and management classes. The MS degree will be granted by Hunter College following transfer of courses making up the Advanced Certificate in Management from SPS/CUNY.

Required courses from Hunter College are:

  • Concepts of Disease: Diagnostic Strategies (MLS 70000)
  • Emerging Laboratory Technologies (MLS 70100)
  • Topics: Biohazards and Emergency Response (MLS 40066/MLS 77025)
  • Management Practicum (MLS 71000)
  • Risk Management for the Biomedical Laboratory (MLS 72000)

Courses from Hunter that may be used to fulfill the 6 credit elective requirement are:

  • Graduate Independent Study (MLS 77000)
  • Principles of Epidemiology (PH 75300)
  • Introduction to Biostatistics PH 75000

The SPS certificate requires 9 credits (the required courses are shown below).

  • Financial Management (MGMT 681)
  • Organizational Behavior (ORG 680)
  • Human Resource Management (MGMT 680)

In addition, the following courses may be used to fulfill the 6 credit elective requirement:

  • Health Care Administration (HCA 600)
  • Evaluation of Healthcare Policy (HCA 603)
  • Labor-Management Relations (LABR 603)

Geoinformatics - MS

The MS in GeoInformatics program is an interdisciplinary degree that features courses in GeoInformatics, GIScience, and some GIS application areas. It provides an opportunity to train students in aspects of GeoInformatics not covered by our department's GIS Certificate Program. The MGEOi is a science-based MS program designed to prepare students for management- and advanced research-level employment positions.
As of this writing Hunter's program is one of only two in the country specializing in GeoInformatics. Our program is designed primarily as a professional degree, filling a market need in a well-paid discipline with an emphasis on technology implementation with an engineering/computer science approach rather than a purely applied use of GIS. Training will include computational aspects of spatial data science such as modeling and programming, remote sensing, visualization, databases, spatial ontologies, spatial statistics, big data, and complexity. Students will have opportunities to explore links with both Geography and Computer Science faculty at Hunter College and with employers and the tech community in the New York metropolitan area.

Students receiving a Master of Science in GeoInformatics must choose one of two program options: the Thesis Option or Exam Option. The Thesis Option is recommended for students who will subsequently pursue a PhD. For other students, either option is acceptable. The program curriculum and other requirements are outlined in subsequent sections.

In addition to traditional courses, students will have the opportunity to participate in an active technology and research seminar series, field trips to local private and public sector GIS groups and research sites, as well as contribute to real-world GIS projects through internal and external mentorship programs. In particular, we are working on an internship model with Manhattan Borough President's Office of New York City.

Admission Requirements

1. GPA of at least 3.0
2. GRE exam scores
3. BA or BS degree
4. Two letters of recommendation
5. Personal statement
6. Students are required to have taken*
   - An introductory statistics course
   - Introductory computer science/programming course

Notes:

* Students will have the opportunity to challenge these requirements if they are able to prove proficiency in statistics and/or computer programming.

Foreign students whose first language is not English must also take the Test of English as a Foreign Language (TOEFL) and meet the requirements set by Hunter College. See Graduate Admissions

Progress Requirements

Students are expected to maintain a cumulative GPA of at least 3.0 in order to continue in the program.

Requirements for the Degree Program:

Choose one option

Thesis Option (35 credits)

Core Courses (20 credits required)

GTECH 70200 - Quantitative Methods in Geography
Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

_prereq: Permission by instructor
_Hours 3 hrs
_Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GTECH 70800 - Seminar in GeoInformatics**

This seminar is an introduction to the wider GeoInformatics field/industry. Students will be exposed to a number of professionals and researchers in the NYC area, and each student will be required to organize their own speaker from the community. The goals of this seminar course are twofold: to introduce students to the wider GeoInformatics community, and to promote networking and lasting interactions with local and regional GeoInformatics professionals. Students will identify, approach, and invite local and/or regional GeoInformatics professionals to give a talk in one of the weekly seminar sessions for this course. Each student will be responsible for bringing in a speaker, and at the end of the course, the student will be required to discuss the speaker's work, and the research, news, or information that the speaker presented.

_Hours 1 hr.
_Credits 1 cr.

**GTECH 70900 - Introduction to Geographic Information Systems**

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

_Hours 4
_Credits 3
_Material Fee: $15.00

**GTECH 71000 - Concepts and Theories in GeoInformatics**

Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

_coreq: Departmental permission required
_Hours 3
_Credits 3

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

_Material Fee: $15

**GTECH 71200 - Remote Sensing of Environment**
Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor
Hours 60 hours (2 lecture and 2 hour labs weekly),
Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73100 - GeoComputation I

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

prereq: GTECH 70900
Hours 4 hrs.
Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73200 - Advanced GeoInformatics

Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in GeoInformatics, including data models, algorithms, GIS analysis and scripting.

prereq: GTECH 70900 and GTECH 71000
Hours 45 hrs including conference,
Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

Elective Courses (12 credits required)

GTECH 70500 - Spatial Data Analysis

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

prereq: one course in statistics and permission of the instructor
Hours 60 hrs including conference (2 lectures, 2 labs),
Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science,
quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

**GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing**

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra
Hours 6
Credits 3

**GTECH 72100 - Introduction to Cartographic Design and Geovisualization**

This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.

**GTECH 72200 - Advanced Topics in GeoVisualization**

This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.

**GTECH 73300 - GeoComputation 2**

Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programed. Emphasis is on an object-based computational paradigm and spatial data structures.

prereq: GTECH 73100 and GTECH 73200
Hours 4 (2 lecture, 2 lab)
Credits 3
Spring 2022 Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 73400 - GeoWeb Services

This course will examine the principles of GeoWeb services in a hands-on fashion. Students will learn about the different standards that are being used in the context of the GeoWeb. They will be introduced to different commercial and open source software solutions and learn how to set up, manage, and use these services. Students will explore the different technologies introduced in class in the lab assignments. Each student will present a topic to the class based on readings provided by the instructor. In the second half of the semester, each student will work on a project that involves the setup and use of GeoWeb services. Basic programming skills in any language are a prerequisite for this course.

*prereq: GTECH 73100 GeoComputation I*

*Hours 3 hrs.*

*Credits 3 cr.*

GTECH 73500 - Location Based Services

This course will examine the principles of Location Based Services (LBS) in a hands-on fashion. Students will learn how to design, implement, and test an LBS application in a group project. Therefore, basic programming skills in any language are a prerequisite for this course. The course will be highly interactive in two ways: Each student will present a topic to the class based on readings provided by the instructor, and each student will participate in the group work to develop a working LBS by the end of the semester. For this purpose, mobile devices (iPhones, Android phones, Google Glass) will be provided.

*prereq: One of the following:*

- GTECH 70500 Spatial Data Analysis
- GTECH 73100 GeoComputation I
- CSCI 13500 Software Design and Analysis I

*Hours 3 hrs.*

*Credits 3 cr.*

GTECH 785XX - Special Topics in GIS

GIS Applications in various fields such as Social Geography, Urban Geography, and more.

*prereq: GTECH 71000 or equivalent or permission of the department*

*Hours 3*

*Credits 3*

GTECH 78800 - Geoinformatics Internships

Internship with a non-CUNY institution that provides the student with real-world experience of the application of Geoinformatics. Requires an internship contract drawn up by the employer and a faculty adviser and signed by the student. May be repeated for a total of 3.0 credits.

*prereq: Department Permission*

*Hours 1-3*

*Credits 1-3*
Thesis Research Course (3 credits required)

**GTECH 79900 - Thesis Research in GeoInformatics**

Supervised development of a master's thesis in GeoInformatics.

*prereq or coreq: Department Permission Required
Credits 3 cr.*
*may be taken twice for total of 6 credits*

Internship Option (35 credits)

Core Courses (20 credits required)

**GTECH 70200 - Quantitative Methods in Geography**

Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

*prereq: Permission by instructor
Hours 3 hrs
Credits 3 cr.*

*Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.*

**GTECH 70800 - Seminar in GeoInformatics**

This seminar is an introduction to the wider GeoInformatics field/industry. Students will be exposed to a number of professionals and researchers in the NYC area, and each student will be required to organize their own speaker from the community. The goals of this seminar course are twofold: to introduce students to the wider GeoInformatics community, and to promote networking and lasting interactions with local and regional GeoInformatics professionals. Students will identify, approach, and invite local and/or regional GeoInformatics professionals to give a talk in one of the weekly seminar sessions for this course. Each student will be responsible for bringing in a speaker, and at the end of the course, the student will be required to discuss the speaker's work, and the research, news, or information that the speaker presented.

*Hours 1 hr.
Credits 1 cr.*

**GTECH 70900 - Introduction to Geographic Information Systems**

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

*Hours 4*
GTECH 71000 - Concepts and Theories in GeoInformatics

Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

coreq: Departmental permission required

Hours 3
Credits 3

Fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor

Hours 60 hours (2 lecture and 2 hour labs weekly),
Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73100 - GeoComputation I

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

prereq: GTECH 70900

Hours 4 hrs.
Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73200 - Advanced GeoInformatics

Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in GeoInformatics, including data models, algorithms, GIS analysis and scripting.

prereq: GTECH 70900 and GTECH 71000

Hours 45 hrs including conference,
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

**Elective Courses (12 credits required)**

**GTECH 70500 - Spatial Data Analysis**

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

*prereq: one course in statistics and permission of the instructor*  
*Hours 60 hrs including conference (2 lectures, 2 labs), Credits 3 cr*

**GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing**

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

*prereq: GTECH 71200 multivariate stat, elem linear algebra  
Hours 6  
Credits 3 cr*

**GTECH 72100 - Introduction to Cartographic Design and Geovisualization**

This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

*prereq: GTECH 70900  
Hours 4 hrs  
Credits 3 cr.  
Material Fee: $15*

**GTECH 72200 - Advanced Topics in GeoVisualization**
This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

prereq: GTECH 70900  
Hours 4 hrs  
Credits 3 cr.

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73300 - GeoComputation 2

Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programmed. Emphasis is on an object-based computational paradigm and spatial data structures.

prereq: GTECH 73100 and GTECH 73200  
Hours 4 (2 lecture, 2 lab)  
Credits 3  
Spring 2022 Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 73400 - GeoWeb Services

This course will examine the principles of GeoWeb services in a hands-on fashion. Students will learn about the different standards that are being used in the context of the GeoWeb. They will be introduced to different commercial and open source software solutions and learn how to set up, manage, and use these services. Students will explore the different technologies introduced in class in the lab assignments. Each student will present a topic to the class based on readings provided by the instructor. In the second half of the semester, each student will work on a project that involves the setup and use of GeoWeb services. Basic programming skills in any language are a prerequisite for this course.

prereq: GTECH 73100 GeoComputation I  
Hours 3 hrs.  
Credits 3 cr.

GTECH 73500 - Location Based Services

This course will examine the principles of Location Based Services (LBS) in a hands-on fashion. Students will learn how to design, implement, and test an LBS application in a group project. Therefore, basic programming skills in any language are a prerequisite for this course. The course will be highly interactive in two ways: Each student will present a topic to the class based on readings provided by the instructor, and each student will participate in the group work to develop a working LBS by the end of the semester. For this purpose, mobile devices (iPhones, Android phones, Google Glass) will be provided.

prereq: One of the following:

GTECH 70500 Spatial Data Analysis  
GTECH 73100 GeoComputation I  
CSCI 13500 Software Design and Analysis I
Hours 3 hrs.
Credits 3 cr.

GTECH 785XX - Special Topics in GIS

GIS Applications in various fields such as Social Geography, Urban Geography, and more.

prereq: GTECH 71000 or equivalent or permission of the department
Hours 3
Credits 3

Internship Courses (3 credits required)

GTECH 78800 - GeInformatics Internships

Internship with a non-CUNY institution that provides the student with real-world experience of the application of GeoInformatics. Requires an internship contract drawn up by the employer and a faculty adviser and signed by the student. May be repeated for a total of 3.0 credits.

prereq: Department Permission
Hours 1-3
Credits 1-3

Nursing: Adult-Gerontology Clinical Nurse Specialist - MS

Faculty Coordinator: Christine Cutugno, ccutugno@hunter.cuny.edu

The program prepares nurses to assume an advanced practice nursing role as an Adult-Gerontology Clinical Nurse Specialist in a variety of health care settings, from acute care to home care. Nurses who earn this degree are preparing themselves for advanced practice positions in medical-surgical specialties within acute or skilled nursing facilities or in community-based nursing services.

Through course work, supervised practicum hours (500 hours) and carefully selected electives, students develop broad clinical knowledge in the assessment and clinical management of patients across the adult life span in acute and chronic care settings. Practicum placements are offered in a wide variety of medical-surgical specialty settings. There is also a strong focus on the consultative component of the CNS role, incorporating education and patient care improvement content throughout the curriculum. Students also have an opportunity to participate in programs aimed at serving the target adult population and promoting policy changes in the health care delivery system. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center (ANCC).

International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing
NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000

Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*

**Specialization Courses: 15 credits**

**NURS 76100 - Clinical Leadership in Nursing I**

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

*prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900*

*prereq or coreq: NURS 71700, NURS 75000, NURS 75100*

**NURS 76600 - Adult-Gerontology Clinical Nurse Specialist I**

This Adult-Gerontology Clinical Nurse Specialist (CNS) program will assist students to develop specialized knowledge in the management of complex adult patients with select acute and chronic diseases. Role expectations and implementation of the CNS competencies are explored. Students are expected to develop a broader understanding of professional CNS practice competencies and clinical practice issues from classroom sessions and during supervised clinical placements in diverse settings.

*prereq: NURS 76100*

**NURS 76700 - Adult-Gerontology Clinical Nurse Specialist II**

Using a nursing science framework, this course emphasizes intervention strategies and health care protocols for complex multisystem health problems and human responses of adults and older adults in a variety of health care settings. Supervised practicum continues to provide opportunities to integrate previous learning experiences. Strategies for evaluating the outcomes of care interventions from a leadership perspective are emphasized through the final capstone project. Students will demonstrate an in depth ability to utilize case studies integrating pathophysiology, advanced assessment, pharmacotherapeutics, and evidence-based standards of care to plan for and achieve positive patient outcomes for selected patients with an emphasis on the older adult. Strategies to interpret the adult-geriatric CNS role in health care to other health care providers and the public are discussed.

*prereq: NURS 76600*
**Hours**
30 hours theory, 15 hours seminar, 167 hours clinical practicum

**Credits**
5

**Electives:** 6 credits

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**Nursing: Community/Public Health Nurse-MS**

(42 credits)

**Specialization Coordinator:** Judith Aponte, jap@hunter.cuny.edu

The program prepares advanced public health nurses who can assume leadership roles in community and population health in a variety of settings, including community-based programs, clinics and public health agencies. Students learn to apply advanced knowledge and research findings to practice through coursework and 500 hours of supervised clinical experience. Graduates of the program meet the educational requirements for board certification as Advanced Public Health Nurses by the American Nurses Credentialing Center.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

**Nursing Core Courses: 12 credits**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*
*Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*
*Hours 45*
*Credits 3*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.
NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Public Health Core Courses: 9 credits

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MS/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MS/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

PH 75400 - Fundamentals of Environmental Health

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

prereq: Open to MPH, MS/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.

Specialization Courses: 15 credits

NURS 77100 - Community/Public Health Nursing I
Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400
Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,
Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400
Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772
Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr

Electives: 6 credits

Nursing: Gerontological/Adult Nurse Practitioner - MS

Coordinator: Mary Hickey

This specialization prepares nurses to provide primary care for adults and older adults in the community and in a variety of health care settings. Students learn to apply expert knowledge and research findings through coursework and 735 hours of supervised clinical experience. Graduates of the program meet the educational requirements for national board certification as adult nurse practitioners and gerontological nurse practitioners by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners Certification Program. They are also eligible for New York State NP certification.

International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing
NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.  
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000  
Hours 3 hrs  
Credits 3 cr

Specialization Courses: 18 credits

NURS 75500 - Primary Care Nursing I

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100  
Hours 3 hours/week lecture 1 hour/week seminar  
Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

NURS 75700 - Primary Care Nursing II

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

prereq: NURS 75500  
Hours 3 hours /week lecture 1 hour /week seminar  
Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

NURS 76800 - Primary Care Nursing III

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.
Electives: 3 credits

Nursing: Master of Sciences

The Master of Science program at the Hunter-Bellevue School of Nursing offers the following specializations:

Nursing: Gerontological/Adult Nurse Practitioner - MS
Nursing: Clinical Nurse Leader-MS
Nursing: Community/Public Health Nurse-MS
Nursing: Advanced Public Health Nurse/Urban Public Health-MS/MPH (Dual Degree Program with School of Urban Public Health)
Nursing: Adult-Gerontology Clinical Nurse Specialist - MS
Nursing: Psychiatric Mental Health Nurse Practitioner - MS

Admission Requirements

In addition to meeting the general requirements for graduate admission to Hunter College, applicants to the School of Nursing master's degree programs must meet the following requirements. (Please note that these are the minimum requirements to be considered for admission; meeting them does not guarantee admission).

1. Completion of an accredited baccalaureate program in nursing.

2. A cumulative undergraduate GPA of 3.0. (An applicant with an undergraduate GPA below 3.0 may be considered for admission as a nonmatriculated student. Nonmatriculated students may be considered for admission to matriculated status after completion of 9-12 graduate nursing credits with a cumulative GPA of at least 3.0).

3. New York State registered nurse licensure and current registration.

4. Completion of a basic statistics course. (An applicant who does not meet this requirement may be admitted conditional on completing a statistics course by the end of the first semester).

5. Professional résumé listing education and relevant work experiences.

6. Statement of purpose clearly identifying why the applicant seeks admission to the particular specialization to which she or he is applying.

7. Applicants for the dual-degree MS /MPH program also meet requirements for admission to the MPH program.

8. Applicants for the dual-degree MS/ MPA program must also meet requirements for admission to the Baruch MPA program, including GRE scores. (Applicants may request a waiver of the GRE requirement based on an undergraduate GPA of at least 3.0).
International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Nursing: Psychiatric Mental Health Nurse Practitioner - MS

Faculty Coordinator: Cheryl Zauderer cz449@hunter.cuny.edu

This program prepares nurses for roles as advanced practice registered nurses delivering psychiatric and mental health services. Psychiatric/mental health practitioners provide mental health treatment, preventive services, consultation and leadership in hospitals, clinics, community settings and private practice. Through coursework and 600 hours of supervised clinical experience, students learn to provide these services autonomously and in collaboration with other mental health professionals. Graduates of this program meet the educational requirements for board certification by the American Nurses Credentialing Center. They are also eligible for New York State NP certification.

Foundations of Nursing Practice: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*
*Credits 3*

NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

*coreq: NURS 70000*
*Hours 15 hours*
*Credits 1 cr.*

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45*
*Credits 3*
NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000

Hours 15 hours

Credits 1 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.

Credits 3 cr.

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.

Credits 1 cr.

Advanced Practice Core: 21 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900

coreq: NURS 75000

Hours 3 hrs.

Credits 3 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400

Hours 1 hr

Credits 1 cr.
NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*

Hours 45  
Credits 3

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*

Hours 3 hrs  
Credits 3 cr

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

*prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400*

Hours 3 hrs.  
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*

*coreq: NURS 71700*

Hours 3 hrs.  
Credits 3 cr.

NURS 71900 - Psychopharmacology

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

*prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700, NURS 77800, NURS 77900*

*coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900*
NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

Specialization Courses: 15 credits

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHN to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700,
coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.
prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.

NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Hours 22.5 hours –Seminar, 315 hours - Clinical
Credits 4.5 cr.

Total: 48 Credits

MS Psychiatric Mental Health Nurse Practitioner Program Outline:

Full time study Proposal

Year 1:

Semester 1

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.
NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHN) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.
Semester 2

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3 cr.

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000

Hours 3 hrs.
Credits 3 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400

Hours 1 hr
Credits 1 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000

Hours 3 hrs
Credits 3 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.
Year 2:

Semester 1

**NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention**

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological
management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700
coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

Semester 2

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.

Year 3:
Semester 1

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

*prereq: NURS 78200*

*Hours 22.5 hours – Seminar, 315 hours - Clinical*

*Credits 4.5 cr.*

**Part time Study Proposal**

**Year 1:**

**Semester 1**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*

*Credits 3*

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

*coreq: NURS 70000*

*Hours 15 hours*

*Credits 1 cr.*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.
NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

Semester 2

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

Year 2:

Semester 1

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.
prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400

Semester 2

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Year 3:

Semester 1

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*

*coreq: NURS 71700*

*Hours 3 hrs.*

*Credits 3 cr.*

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

*prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700, NURS 77900*

*coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900*

Semester 2

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

*prereq: NURS 70200, 71700, 74700, 75000, 77700, NURS 77900*

*coreq: NURS 71900, 75100, 77800, 77900*

*Hours 3 hrs.*

*Credits 3 cr.*

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced
family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

**NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)**

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 1 hr.
Credits 1 cr.

Year 4:

**Semester 1**

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.

**Semester 2**

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Nutrition - MS

The MS in Nutrition offers a choice of four tracks.

Nutrition Track I-MS DPD Track is designed for individuals seeking to attain the RD credential. The MS DPD in Nutrition is an accredited didactic program in dietetics (DPD), completion of which certifies eligibility to apply for a dietetic internship. Graduates of the NUTR-MS program may work as nutritionists in a wide variety of health care facilities including hospitals and public health agencies.

Nutrition Track II MS Academic DI (36 credits) for students who have completed a Dietetic Internship in an academic/collegiate setting.

Nutrition Track III MS External/Non-Academic DI (30 credits) for students who have completed a Dietetic Internship in a non-college/external setting such as a hospital or other health care facility.

Nutrition Track IV MS Focused Study (36 credits) encompasses core and major elective classes and a culminating experience. The anticipated student audience includes nutrition professionals (RDNs) with a BS degree, and current or graduated students with undergraduate degrees in nutrition, biology, allied health, etc. The curriculum allows elective course multi-disciplinary flexibility for integrative, focused study to this broad student audience. The Nutrition Program will foster partnerships with other majors at Hunter and other universities to enrich academic opportunities for students in this track.

Admission Prerequisite Requirements

41 credits as follows:

Upper-division undergraduates who have completed 96 credits (CUNY/HC Core and NFS major coursework) may qualify for this competitive accelerated degree if he/she:

1. is an NFS-BS major
2. has fulfilled prerequisite coursework and will complete NFS-BS & Hunter/CUNY coursework by senior Fall semester;
3. has completed BIOL 28000 Biochemistry or its equivalent;
4. has a university grade point average of at least 3.5 and 3.2 GPA in all required sciences with no grade less than C;
5. completes the UPH provided BS/MS application January (preSpring) of junior year, and receives acceptance to the BS/MS by the Nutrition Program Director.

BS/MS students begin graduate courses senior (4th) year and complete graduate courses in one additional (5th) year, if attending full-time. Upon completion of all coursework, students receive both a BS and MS degree.

Students pay undergraduate tuition up to the 120 credit required of a baccalaureate degree, with credits taken beyond 120 charged at the graduate tuition level.

1. Nutrition MS-DPD

NUTR Core Courses (6 credits)

- PH 75000 Fundamentals of Biostatistics or equivalent (3)
- NUTR 72500 Nutrition Research (3)

NUTR DPD Courses
Nutrition Track I-MS DPD Track

This MS curriculum meets the requirements of a Didactic Program in Dietetics (DPD) and is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Upon completion of a DPD (Didactic Program in Dietetics), students must complete a Dietetic Internship (DI) and only then can they sit for the national Registered Dietitian Nutritionist (RDN) Exam.

Admission Prerequisite Requirements

- A bachelor's degree from an accredited institution
- A statement of interest
- Two References
- Resume
- General Chemistry w/lab, 4 credits
- Organic Chemistry w/lab, 4 credits
- Anatomy and Physiology I w/lab, 4 credits
- Anatomy and Physiology II w/lab, 4 credits
- Microbiology, 3 credits
- Biochemistry (3 credits)
- Intro to Nutrition*, 3 credits
- Intro to Food Science* I, 3 credits
- Intro Statistics or higher, 3 credits
- Any Economics, Psychology, Anthro, or Sociology class, 3 credits

TOTAL 28-34 prerequisite credits (students can take courses with a higher credit value)

*Can be taken as self-study for no credit with a challenge exam given by Hunter Nutrition 3x per year. Science prerequisites require a minimum grade of C. Nutrition/Food Science prerequisites require a minimum grade of B or 80% for the challenge exam.

NUTR MS DPD/Nutrition Courses

(41 credits; 3 credits; each unless otherwise noted)
NUTR Core Courses (6 credits; 3 credits each unless noted):

- PH 75000 Biostatistics or equivalent
- NUTR 72500 Nutrition Research

NUTR Specialization/Major Electives (32 credits)

- NUTR 71500 Food Service and Management
- NUTR 72000 Community Nutrition Education
- NUTR 73300 Nutrition and Human Development
- NUTR 73100 Advanced Nutrition I
- NUTR 73200 Advanced Nutrition II
- NUTR 73400 Clinical Nutrition I
- NUTR 73500 Clinical Nutrition II
- NUTR 74600 Nutrition and Disease
- NUTR 74700 Advanced Nutrition & Assessment Lab (1 credit)
- NUTR 74800 Nutrition Assessment & Counseling
- NUTR 75600 Food Science & Environment
- NUTR 75700 Food Science & Environment Lab (1 credit)

NUTR Culminating Experience (3 credits)

- NUTR 78000 Capstone or NUTR 79000 Thesis

Total credits required for degree: 41

**Nutrition Track II MS Academic DI**

This track is for students who have completed a Dietetic Internship in an academic/collegiate setting (36 credits) where 12 graduate DI credits can be transferred toward the MS.

(courses 3 credits each unless otherwise noted)

**Admissions Requirement**

1. Completion of an undergraduate accredited DPD program
2. A statement of interest
3. Two references
4. Resume

**NUTR Core Courses (6 credits)**

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.*

*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.*

**NUTR 72500 - Nutrition Research**
Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

**NUTR Experiential Practice Courses (12 credits)**

**NUTR 70000 - Seminar in Dietetics Practice**

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

*Open to dietetic internship (DI) students only.*

**NUTR 70100 - Pre-Professional Practice in Dietetics: Clinical**

Supervised externship in clinical dietetics and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70200 - Pre-Professional Practice in Dietetics: Food Service**

Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70300 - Pre-Professional Practice in Dietetics: Community**

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

*Credits 3  
Open to DI students only.*

**NUTR Specialization/Major Electives (15 credits)**

**NUTR 72000 - Community Nutrition Education**

Nutrition programs and materials for health promotion in the community.

**NUTR 73100 - Human Nutrition and Metabolism**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

*prereq: NUTR 70500*

**NUTR 73200 - Advanced Nutrition II**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.
prereq: NUTR 73100

**NUTR 73300 - Nutrition and Human Development**

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

**NUTR 73400 - Clinical Nutrition I**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73100

**NUTR 73500 - Clinical Nutrition II**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73400

- NUTR 73600 Nutrition Assessment & Counseling

**NUTR 74600 - Nutrition and Disease**

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

coreq: NUTR 74700

**NUTR 77000 - Topics in Nutrition**

Courses on current topics in nutrition.

prereq: No prerequisite courses required.
Open to NUTR MS or with departmental permission
Hours 1-6
Credits Variable 1-6 credits, with a maximum of 6 credits.
Offered periodically. Variable credits.
- NUTR 78301, 02, 03 Independent Study (1,2 or 3 credits)
  Other NUTR or other electives approved by advisor

**NUTR Culminating Experience (3 credits)**

**NUTR 78000 - Capstone**

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the Nutrition MS program. Students will complete either a project, research/review paper, or a manuscript.

prereq: Completion of at least 18 credits of graduate coursework toward the MS Nutrition degree
Hours Variable 3-6 hrs  
Credits Variable 3-6 cr. with a maximum of 6 cr.

Total credits required for degree: 36

or

Academic DI Non-Degree

NUTR Experiential Practice Courses (12 credits)

**NUTR 70000 - Seminar in Dietetics Practice**

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

*Open to dietetic internship (DI) students only.*

**NUTR 70100 - Pre-Professional Practice in Dietetics: Clinical**

Supervised externship in clinical dietetics and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70200 - Pre-Professional Practice in Dietetics: Food Service**

Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70300 - Pre-Professional Practice in Dietetics: Community**

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

*Credits 3
Open to DI students only.*

**Nutrition Track III MS External/Non-Academic DI**

This track is for students who have completed a Dietetic Internship in a non-college/external setting such as a hospital or other health care facility. The 30 credit track encompasses core and elective classes and a culminating experience.

NUTR Core Courses (6 credits)

**PH 75000 - Fundamentals of Biostatistics**
Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

**NUTR 72500 - Nutrition Research**

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

**NUTR Specialization/Major Electives (21 credits)**

**NUTR 72000 - Community Nutrition Education**

Nutrition programs and materials for health promotion in the community.

**NUTR 73100 - Human Nutrition and Metabolism**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

prereq: NUTR 70500

**NUTR 73200 - Advanced Nutrition II**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

prereq: NUTR 73100

**NUTR 73300 - Nutrition and Human Development**

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

**NUTR 73400 - Clinical Nutrition I**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73100

**NUTR 73500 - Clinical Nutrition II**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73400

**NUTR 74600 - Nutrition and Disease**
Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

coreq: NUTR 74700

**NUTR 74800 - Nutrition Assessment & Counseling**

Nutrition assessment in humans, including anthropometric, biochemical, clinical, and dietary assessment; the application of principles of communication and counseling skills.

*prereq: NUTR MS matriculant*

*Hours 3 hrs*

*Credits 3 cr.*

**NUTR 77000 - Topics in Nutrition**

Courses on current topics in nutrition.

*prereq: No prerequisite courses required.*

*Open to NUTR MS or with departmental permission*

*Hours 1-6*

*Credits Variable 1-6 credits, with a maximum of 6 credits.*

*Offered periodically. Variable credits.*

**NUTR Culminating Experience (3 credits)**

**NUTR 78000 - Capstone**

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the Nutrition MS program. Students will complete either a project, research/review paper, or a manuscript.

*prereq: Completion of at least 18 credits of graduate coursework toward the MS Nutrition degree*

*Hours Variable 3-6 hrs*

*Credits Variable 3-6 cr. with a maximum of 6 cr.*

Total credits required for degree: 30

**Nutrition Track IV MS Focused Study**

**Admission Requirements**

- A bachelor's degree from an accredited institution
- A statement of interest
- Two references
- Resume
• General Chemistry w/lab, 4 credits
• Organic Chemistry w/lab, 4 credits
• Anatomy and Physiology I w/lab, 4 credits
• Anatomy and Physiology II w/lab, 4 credits
• Microbiology, 3 credits
• Intro to Nutrition*, 3 credits
• Intro to Food Science* I, 3 credits
• Intro Statistics or higher, 3 credits
• Any Economics, Psychology, Anthro, or Sociology class, 3 Credits

NUTR Core Courses (6 credits)

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

NUTR 72500 - Nutrition Research

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

NUTR Specialization/Major Electives (select 27 credits)

NUTR 72000 - Community Nutrition Education

Nutrition programs and materials for health promotion in the community.

NUTR 73100 - Human Nutrition and Metabolism

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

*prereq: NUTR 70500

NUTR 73200 - Advanced Nutrition II

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

*prereq: NUTR 73100

NUTR 73300 - Nutrition and Human Development

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.
NUTR 73400 - Clinical Nutrition I

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73100

NUTR 73500 - Clinical Nutrition II

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73400

NUTR 74600 - Nutrition and Disease

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

coreq: NUTR 74700

NUTR 74800 - Nutrition Assessment & Counseling

Nutrition assessment in humans, including anthropometric, biochemical, clinical, and dietary assessment; the application of principles of communication and counseling skills.

prereq: NUTR MS matriculant

Hours 3 hrs
Credits 3 cr.

NUTR 77000 - Topics in Nutrition

Courses on current topics in nutrition.

prereq: No prerequisite courses required.
Open to NUTR MS or with departmental permission
Hours 1-6
Credits Variable 1-6 credits, with a maximum of 6 credits.
Offered periodically. Variable credits.
Other NUTR or Biology or other electives approved by adviser

NUTR Culminating Experience (3 credits)

Total credits required for degree: 36

Social Research - MS

The Department of Sociology offers an intensive program in social research leading to the master of science degree. The program is designed for individuals who wish to pursue a career in applied social research and related areas, as well as for those who wish to upgrade their research skills. All courses are scheduled in the evening.
Graduates are prepared for professional research positions in business corporations, organizations involved with international development, government agencies and non-profit organizations.

The program offers four broad areas of research application: market research and consumer behavior; media research and analysis; research in international development; and research and policy analysis in the public and nonprofit sector. Students may focus on one of the program's areas of specialization or, with faculty guidance, develop a customized course of study if a student is interested in an area of research other than those given above.

Students train for careers in research through a combination of course work, research in their areas of specialization, and a supervised internship in a professional research setting. By carrying out a research project during the internship outside the university setting, students gain firsthand experience in the conduct of applied research and familiarity with practical problems in their field of interest. Frequently, agencies and companies providing internships appoint former interns to full-time positions after graduation. Internship sites have included such companies and organizations as Community Service Society; CBS; Children's Television Workshop; numerous state and city agencies; Warnako Corp.; Time-Warner, Inc.; Lou Harris Interactive; Nielsen Corp. and the United Nations. Students who are already working in research positions may use on-the-job projects as the basis of an internship, with permission of the program director.

Students wishing to learn more about the program are encouraged to talk with the Program Director, Professor Jessie Daniels, who can be reached in the program office in 1646 Hunter West or by email at jdaniels@hunter.cuny.edu.

Admission Requirements

All applicants must have successfully completed at least 3 credits in statistics at either the undergraduate or the graduate level. Three credits in research methods and a background in sociology or other social science are desirable but not required. General admission requirements for arts and sciences graduate programs apply, including a minimum grade point average of 3.0 and the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT). Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit minimum scores on the Test of English as a Foreign Language (TOEFL) of 550 on the paper based test or 213 on the computer administered test or 60 (less speaking component) on the TOEFL. IBT.

Applicants who do not meet these requirements in full may apply and request special permission to enter after a mandatory personal interview.

Degree Requirements

Completion of the graduate program in social research requires a minimum of 45 credits, which include:

1. Core Courses

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

*prereq: SOC 24100 or equiv
*Hours 3
*Credits 3

*Fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70900 - Statistics II
Topics covered include analysis of variance, multiple regression and other multivariate techniques.

**GSR 71000 - Qualitative Digital Research Methods**

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

**GSR 71100 - Quantitative Digital Research Methods**

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

**GSR 70200 - Contemporary Sociological Theory**

Methodological philosophies and findings of major sociological theorists.

**GSR 71600 - Workshop in Using Information Technology for Research**

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.
advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71700 - Seminar in Applied and Evaluation Research**

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

*prereq: GSR 70900, GSR 71000 and GSR 71100
Hours 3 hrs.
Credits 3 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71900 - Applied Research Seminar**

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

*Hours 3 hrs.
Credits 3 cr.
Spring only.

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

2. Electives (15 credits)

Fifteen credits are taken in courses according to the student's interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. Internship Requirements (6 credits)

Degree candidates must work as research interns in public or private organizations for a minimum of 12 weeks full-time or 24 weeks part-time.

**GSR 71800 - Research Internship**

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

*Credits 6 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**Additional Information**

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).
Research Facilities and Affiliations

Graduate social research students have access to college-wide research and computing facilities and libraries of Hunter College, as well as to GSR program facilities, including a social sciences computer lab and a focus group facility.

Course Sequence

The following links provide a recommended model for timely completion of the program. Actual student schedules will depend on student interest and advisement.

- Social Research Recommended Path for Full-Time Study, 2 years
- Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years

Note(s)

All courses offered by the program are open to students from other graduate programs provided the appropriate prerequisites are met.

Social Research Recommended Path for Full-Time Study, 2 years

Return to Social Research - MS

First Year

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 3  
Credits 3

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 3  
Credits 3

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.
GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

*prereq: SOC 24100 or equiv or perm instr*

*Hours 3 hrs,  
Credits 3 cr  
fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

- GSR Elective

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

*prereq: GSR 70800 with grade of B or better  
Hours 3  
Credits 3  
spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

GSR 71100 - Quantitative Digital Research Methods

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

*prereq: GSR 71000 or permission of instructor  
Hours 3 hrs,  
Credits 3 cr  
spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

- GSR Elective  
- GSR Elective

Second Year

Fall Semester

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

*prereq: GSR 70900, GSR 71000 and GSR 71100*
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

### GSR 71800 - Research Internship

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

Credits 6 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective

### Spring Semester

### GSR 71600 - Workshop in Using Information Technology for Research

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

Hours 3 hrs,  
Credits 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

### GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 3 hrs,  
Credits 3 cr.

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective
- GSR Elective

### Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.
Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years

Return to Social Research - MS

If Starting in the Fall

Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv
Hours 3
Credits 3
fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

prereq: SOC 24100 or equiv or perm instr
Hours 3 hrs,
Credits 3 cr
fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better
Hours 3
Credits 3
spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71100 - Quantitative Digital Research Methods
Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor
Hours 3 hrs,
Credits 3 cr
spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Fall Semester

GSR 70200 - Contemporary Sociological Theory
Methodological philosophies and findings of major sociological theorists.

Hours 3
Credits 3
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71700 - Seminar in Applied and Evaluation Research
Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100
Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Spring Semester

GSR 71600 - Workshop in Using Information Technology for Research
Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

• GSR Elective
Summer Semester

**GSR 71800 - Research Internship**

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

*Credits 6 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Fall Semester

- **GSR Elective**
- **GSR Elective**

Spring Semester

**GSR 71900 - Applied Research Seminar**

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

*Hours 3 hrs.*

*Credits 3 cr.*

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- **GSR Elective**

If Starting in the Spring

Spring Semester

**GSR 71100 - Quantitative Digital Research Methods**

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

*prereq: GSR 71000 or permission of instructor*

*Hours 3 hrs.*

*Credits 3 cr*

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- **GSR Elective**
Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

_prereq: SOC 24100 or equiv
_Hours 3
_Credits 3
_fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

_prereq: SOC 24100 or equiv or perm instr
_Hours 3 hrs,
_Credits 3 cr
_fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

_prereq: GSR 70800 with grade of B or better
_Hours 3
_Credits 3
_spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71600 - Workshop in Using Information Technology for Research

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

_Hours 3 hrs,
_Credits 3 cr
_Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.
Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

*Hours 3*
*Credits 3*
*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

*prereq:* GSR 70900, GSR 71000 and GSR 71100
*Hours 3 hrs,*
*Credits 3 cr*
*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

Spring Semester

GSR 71800 - Research Internship

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

*Credits 6 cr*
*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

- GSR Elective

Fall Semester

- GSR Elective
- GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.
Hours 3 hrs.
Credits 3 cr.
Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective

Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.

Speech-Language Pathology - MS

The 68-credit Speech-Language Pathology (SLP) curriculum leading to an MS degree prepares individuals to become speech-language pathologists working in hospitals, rehabilitive centers, college or university clinics, health-care agencies, specialized clinical settings, or private practice and prepares students for professional practices in preschools, elementary and secondary schools, and early-intervention developmental centers. Successful completion of the SLP curriculum prepares students to meet the academic and clinical requirements for ASHA certification, New York State licensure, and recommendation for NY State certification as a teacher of students with speech and language disabilities (TSSLD). Additional requirements for certification following graduation include the completion of a clinical fellowship year and passage of PRAXIS examination in Speech Language Pathology. Students seeking TSSLD additionally must take the New York State Teacher Certification Examinations' Academic Literacy Skills Test (ALST) and Educating All Students Test (EAS) in addition to completion of the Dignity For All Students Act (DASA) workshop. The program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

Admission Requirements

Hunter College maintains only electronic processes for Graduate Admissions. Applicants are responsible for creating an admissions account and correctly submitting the following:

- Official transcripts from undergraduate and graduate schools verifying completion of degrees, GPAs and coursework
- GRE scores
- Two letters of recommendation
- Narrative statement

Visit Hunter College's Graduate Admissions page for more information regarding the application process.

Individuals wishing to matriculate into the SLP program must demonstrate completion of 45 credits of prerequisite coursework in Communications Sciences and Disorders as well as Liberal Arts and Sciences. The breakdown of the prerequisite coursework is outlined below.

Fifteen credits of foundations courses in Communication Sciences and Disorders are required. Each of the following must be at least 3 credits.

- Introduction to Language
- Anatomy and Physiology of Speech Mechanisms
- Phonetics of American English
- Introduction to Speech Pathology
- Introduction to Audiology
• Language Acquisition
Thirty credits in Liberal Arts and Sciences courses are required of each applicant. Applicants should review catalog descriptions of courses they have taken to ensure correct matching of the following requirements:

- Biological science (3 credits)—examples are botany, biology, ecology, genetics, marine biology, nutrition, physiology, zoology
- Physical science (3 credits)—must be either chemistry, or physics
- Statistics (3 credits)
- English (6 credits)—at least 3 credits of intensive writing
- U.S. history or political science (3 credits)
- Art (3 credits)—examples include pottery, painting, drawing, theater performance, dance, musical instrument performance, art or music appreciation
- Language other than English (3 credits)—American Sign Language, Spanish, French, German, Hebrew, Arabic, Greek, etc.

When applying to become a matriculated student applicants should understand:

- Courses must be taken at an accredited college or university
- At least a B grade is necessary for all prerequisite coursework
- Advanced Placement (AP) credit will be accepted; however, AP must be recorded on the student's official undergraduate transcript(s)
- Pass/fail grades will not be considered as having fulfilled the Communication Sciences or Liberal Arts and Sciences prerequisite requirements
- Being a native speaker of a language will not fulfill the language requirement; the language requirement must be documented on an official transcript
- College-Level Examination Program (CLEP) scores will not be considered as having fulfilled admissions requirements

If unsure that a class meets a prerequisite course requirement, students applying to the SLPA Program may wish to include with their application a catalog description and/or syllabus for that course.

Suggested Curriculum

Pre-Fall

CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

*Hours 45 hrs  
*Credits 3

Fall 1

COMSC 70000 - Introduction to Research Methods

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

**COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics**

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

**COMSC 71100 - Models of Language**

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

**COMSC 71200 - Neural Processes of Communication**

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

**COMSC 72000 - Clinical Methods in Speech-Language Pathology**

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.
COMSC 71600 - Phonological Development and Disorders

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

prereq: COMSC 72000
Hours 45
Credits 3

COMSC 71700 - Language Disorders in Children

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

prereq: COMSC 71100
Hours 45
Credits 3

COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

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

Hours 60
Credits 4

COMSC 72600 - Adult Neurogenic Communication Disorders

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

prereq: COMSC 71200
Hours 45 hrs,
Credits 3 cr

COMSC 72800 - Clinical Practicum in Speech-Language Pathology

First-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for
students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

**prereq:** COMSC 72000, 73300

**Credits** 1 cr

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

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

**prereq:** COMSC 72000

**Hours** 30

**Credits** 2

**Summer 1**

**COMSC 70300 - Professional Practice in Educational Settings**

The multifaceted role of the speech language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

**prereq:** COMSC 72000

**Hours** 45

**Credits** 3

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

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

**prereq:** COMSC 73300

**Credits** 1 cr

**Fall 2**

**COMSC 70600 - Summative Project I**
The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

**prereq or coreq: none**

**Hours 30**

**Credits 2**

**COMSC 71500 - Communication Processes Related to Aging**

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

**prereq: COMSC 70800, 75300**

**Hours 45**

**Credits 3**

**COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders**

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

**prereq: none**

**Hours 60**

**Credits 4**

**COMSC 72300 - Studies in Bilingualism**

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

**Hours 45**

**Credits 3**

**COMSC 72700 - Voice Disorders**

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

**prereq:** COMSC 70800, 71200  
**Hours** 30  
**Credits** 2

**COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1**

Second-year fall semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

**prereq:** COMSC 73300  
**coreq:** COMSC 73600  
**Credits 1 cr**

**Spring 2**

**COMSC 70300 - Professional Practice in Educational Settings**

The multifaceted role of the speech language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

**prereq:** COMSC 72000  
**Hours** 45  
**Credits** 3

**COMSC 70700 - Summative Project II**

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

**prereq or coreq:** none  
**Hours** 30  
**Credits** 2

**COMSC 71500 - Communication Processes Related to Aging**

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

**prereq:** COMSC 70800, 75300
**Hours** 45
**Credits** 3

**COMSC 72200 - Fluency Disorders**

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

**prereq:** COMSC 70800, 71200
**Hours** 30
**Credits** 2

**COMSC 72300 - Studies in Bilingualism**

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

**Hours** 45
**Credits** 3

**COMSC 73700 - Clinical Methods in Speech Language Pathology: Developmental Disabilities and AAC**

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Developmental Disabilities (DD) (intellectual disability, autism spectrum disorders, cerebral palsy, and others) & Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of assessment, diagnostic intervention planning & implementation, data- collection & interpretation, and follow-up assessment for monitoring progress across the lifespan in individuals with developmental disabilities. Presentation of no-tech (unaided communication), low-tech, mid-tech and high-tech AAC supports will be made available.

**Hours 4 hrs**
**Credits 4 cr.**

**COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2**

Second-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.
TSSLD with Bilingual Extension (Spanish-English)

The Teachers of Students with Speech and Language Disabilities with Bilingual Extension (Spanish-English) option is available to students in the SLP curriculum who meet the admission requirements regarding demonstration of bilingual proficiency. A written and oral Spanish/English proficiency exam is administered to candidates by the Communication Sciences program. The bilingual requirements include an additional 12 credits of coursework:

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

**BILED 77800 - Instruction Through the Native Language-Spanish**

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

*prereq or coreq: BILED 70100*
*Hours 45 hrs plus 10 hrs of fieldwork, Credits 3*

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

*prereq or coreq: BILED 70100*
*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

and a bilingual school-based practicum

**COMSC 72904 - Clinical Practicum in Speech-Language Pathology 1**
for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 73300
coreq: COMSC 73600
Credits 1

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in Program 1.

Credits 4 cr.
includes 30 hours fieldwork

Additional Bilingual Examinations

Students seeking TSSLD with Bilingual Extension are required to take the Bilingual Content Specialty Test (CST). In addition to the requirements for TSSLD, candidates for a bilingual extension must also take two language examinations — one in the target language (Spanish) and the other in English.

Teachers of Students with Speech-Language Disabilities – Bilingual (English-Spanish Extension) MS

Requirements for Admission

In addition to all of the requirements for admission to the TSSLD curriculum, students applying for the bilingual (Spanish and English) extension must pass a Communication Sciences Program-administered evaluation of written and oral proficiency in Spanish and English.

Requirements for the Degree

In addition to all of the TSSLD requirements identified above, students must complete the following Extension requirements:

A. 12 additional credits of coursework:

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork
Credits 4
20 hours fieldwork
BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 77100 - Psychology of Language Learning and Teaching

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

*prereq or coreq: BILED 70100
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr*

BILED 77800 - Instruction Through the Native Language-Spanish

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

*prereq or coreq: BILED 70100
Hours 45 hrs plus 10 hrs of fieldwork,
Credits 3*

B. School-based Language Practicum

A school-based language practicum (COMSC 72900 for 1 credit) must involve work with Spanish-speaking children eligible for bilingual education services.

C. NYSTCE Tests for English Language Proficiency

NYSTCE tests for English Language Proficiency Assessment (LPA) and the Target Language Proficiency Assessment (TLPA).

Urban Policy and Leadership - MS

The 36-credit MS in Urban Policy and Leadership contains a flexible curriculum that launches students into the study of cities and the urban environment. The interdisciplinary nature of the program allows students to tailor their education to career aspirations and/or interests of their own choosing. The program is designed to accommodate both full and part-time attendees. It can be completed in either two full semesters and a summer session or over a longer period of time. In combining both theory and practice, the program seeks to foster an understanding of urbanism while teaching practical skills to prepare students to be change-agents in an urban environment.
Our faculty specializes in a diverse range of urban disciplines with expertise and specializations that include: urban planning and international perspectives, history, non-profit management, governance, education, health, housing, immigration, comparative and international perspectives, non-profit management, economic development, community advocacy, transportation, environment, law, and integrated technologies and data science. The program boasts a distinguished part-time faculty, bringing years of practical experience and knowledge in both public and non-profit sectors. It is not uncommon to take courses from high level New York City professionals, practitioners and civic leaders.

Our students are drawn from a diverse population locally, nationally and internationally. While most have been out of college for some time and many are already in the midst of their careers, an increasing number are arriving one or two years out of college. Most plan or are pursuing careers in the public and non-profit sectors. Students may substitute courses from other departments and/or CUNY schools that more appropriately address their substantive interest for the course listed in each of the Required Disciplines.

Students may include a limited number of courses from other departments and/or CUNY schools that address their specific urban interests.

Requirements for Admission to the Master of Science in Urban Policy and Leadership

Applicants must meet Hunter's general graduate admission requirements, except that the Graduate Record Examination is not required. Applicants must present an undergraduate cumulative GPA of at least 3.0, including 12 or more credits in the social sciences or related fields, (although the program may recommend admission of applicants with lower GPAs when their GRE scores, professional experience in the field, or graduate-level academic work documents adequate preparation to successfully pursue the degree).

Requirements for the Master of Science in Urban Policy and Leadership

Core Requirements (12 credits)

URBG 79000 - Urban Development Workshop I

Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.

*prereq: permission of the adviser*

Credits 6 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

*prereq: permission of the director/advise*

Hours 45 hrs,

Credits 3 cr
and either

**URBG 70000 - Introduction to Urban Policy Processes**

An introduction to policy processes in an urban context with attention to issues of formulation, functionality, evaluation and implementation. This is a core requirement for MS students in the public policy track, and an elective for others.

*Hours 3 hrs  
Credits 3 cr.*

-or-

**URBG 70100 - Introduction to Organization and Management for the Public and Non-Profit Sectors**

An introduction to organizational structures and theories, with attention to the identification and analysis of management challenges that organizations face when seeking to carry out public purposes in urban settings. This is a core requirement for MS students in the non-profit track, and an elective for others.

*Hours 3 hrs  
Credits 3 cr.*

**Political Structure Requirement (3 credits)**

**URBG 70200 - Structure of the Urban Region**

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

*Hours 45 hrs,  
Credits 3 cr*

**URBG 75800 - Governing the City**

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

**URBG 78718 - Political Economy of the City**

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

**Methods/Skills Requirement (6 credits)**
Students must take two of the following Methods/Skills courses

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,*
*Credits 3 cr*

**GTECH 70900 - Introduction to Geographic Information Systems**

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

*Hours 4*
*Credits 3*
*Material Fee: $15.00*

**URBG 71300 - Introduction to Qualitative Research Methods**

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

*Credits 3*

**Specializations (9 credits)**

Students choose one 9-credit area of specialization from among: urban policy, non-profits, and neighborhood development. Or, with approval of the program adviser, students may also develop their own specialization.

**Urban Policy**

**URBG 70600 - Introduction to Policy Analysis**

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,*
*Credits 3 cr*

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.
URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,
Credits 3 cr

URBG 74300 - Economic Planning and Policy

Examination of public sector economic intervention and its effects. Emphasis on national manipulation of macroeconomic variables. Discussion of forces affecting inter- and intraregional location of economic activity.

Hours 45 hrs,
Credits 3 cr

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 3 hrs
Credits 3 cr

URBG 74800 - Management Control of Nonprofit Organizations

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

Hours 45 hrs,
Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,
Credits 3 cr

URBG 75100 - Educational Planning and Policies

Review of structure and functioning of American educational systems with analysis of major policy issues confronting them today. Examination of questions of who is to be educated for what and at what period in life.

Hours 45 hrs,
Credits 3 cr

URBG/URBP 78700 special topics course can be taken to fill the concentration.
Neighborhood Development

**URBG 70700 - Graphical Communication for Urban Planners**

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs,
Credits 3 cr*

**URBG 72700 - Introduction to Housing**

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

**URBG 72800 - Housing and Community Development Seminar**

Study and evaluation of public sector activities in housing market. Focus on critical housing and community development legislation and analysis of financing techniques used to stimulate private housing production.

*prereq: URBG 72700 or permission of the adviser
Hours 45 hrs,
Credits 3 cr*

**URBG 74000 - Planning for Economic Development**

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

*Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning*

**URBG 74800 - Management Control of Nonprofit Organizations**

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

*Hours 45 hrs,
Credits 3 cr*

**URBG 74900 - Strategic Planning for Nonprofit Organizations**

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.
**URBG 75000 - Social Planning and Policy**

Examination of major social problems facing urban planners. Review of social planning theories and methods.

*Hours 45 hrs,  
Credits 3 cr*

**URBG 75500 - Planning for Community Development and Implementation**

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

*Hours 45 hrs,  
Credits 3 cr*

**URBG 75600 - Citizen Participation in Planning and Development**

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,  
Credits 3 cr*

URBG/URBP 78700 special topics course can be taken to fill the concentration

**Non-Profit Sector**

**URBG 70600 - Introduction to Policy Analysis**

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,  
Credits 3 cr*

**URBP 74700 - Planning in the Budget Process**

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs  
Credits 3 cr*

**URBG 74800 - Management Control of Nonprofit Organizations**

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.
**URBG 74900 - Strategic Planning for Nonprofit Organizations**

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

*Hours 45 hrs,  
Credits 3 cr*

**URBG 75500 - Planning for Community Development and Implementation**

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

*Hours 45 hrs,  
Credits 3 cr*

**URBG 75600 - Citizen Participation in Planning and Development**

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,  
Credits 3 cr*

URBG/URBP 787 Special topics course can be taken to fill the concentration

**Unrestricted Electives (6 credits)**

In addition, students must complete an additional 6 credits in unrestricted electives.

**Total credits required: 36**

**Additional Courses**

A wide variety of courses are offered each semester in the department, including special topics courses to meet the requirements. Students are also encouraged to consult course listings in other departments within Hunter in which to take classes that are in line with their course of study. Up to 9 credits can be taken outside the Department of Urban Policy and Planning, in other departments at Hunter or elsewhere within the CUNY system.

**Adolescent Special Education, Grades 7-12 (Generalist) - MSED**
This master's degree program (Academic Plan: AG712-MSED) is designed to prepare individuals to become special education generalist teachers at the adolescent level. Graduates are eligible for NYS certification in Students with Disabilities Grades 7-12, Generalist, rather than certification in a specific subject area.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. A liberal arts and sciences distributed to include: a minimum of 6 credits in English; 6 credits in political science, history, economics, or geography (with at least one course in history or geography); 6 credits in math (a college course in calculus meets this requirement); 6 credits in science; 3 credits in the arts; 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. A personal statement.
5. Two letters of recommendation.
6. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

*Academic Plan*

**AG712-MSED**

*Total Credits*

**36-48**

*Special Education Courses*

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**
Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs  
Credits 3 cr*

**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000  
Hours 45 hours; includes 10 hrs of field experience  
Credits 3*

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

*prereq or coreq: SPED 70000  
Hours 45 hours; includes 15 hrs of field experience  
Credits 3*

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

*prereq: SPED 70000  
coreq: current employment as a teacher or enrollment in student teaching  
Hours Includes 10 hrs of field experience, 45 hrs,  
Credits 3 cr*

**SPED 70450 - Teaching Culturally and Linguistically Diverse Students**

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education.

*prereq: SPED 70000 or SPED 70050*
SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities (KC)

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas.

coreq: SPED 77200
prereq or coreq: SPED 70000
Hours 45 plus 10 field hours
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 77100
prereq or coreq: SPED 70000
Hours 30 hours of seminar plus 25 field hours
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77300 - Math Methods for Adolescents with Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social- interaction, and the arts across the curriculum.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000  
coreq: SPED 77300  
Hours 2 hrs: 15 hours of seminar plus 22 lab/clinical hours  
Credits 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 77600 - Writing & Executive Function for Adolescents with Learning Disabilities

In this course students study the practice of teaching all aspects of writing to adolescents with learning disabilities by using various research-based approaches to address: handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050  
Hours 2 hrs  
Credits 2 cr

SPED 78000 - The Study of Learning Disabilities in Children and Adolescents

History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

prereq or coreq: SPED 70000  
Hours 45  
Credits 3

- Plus -

SPED 77500 - Supervised Student Teaching of Adolescents with Learning Disabilities (KC)

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities or mild/ moderate intellectual disabilities in grades 7-12. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 3 hrs: 30 hrs of seminar plus conferences plus 60 days student teaching
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

**SPED 77550 - Supervised Practicum: Grades 7-12 (KC)**

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

*prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 3 hrs: 30 hours seminar, plus conferences plus 60 days student teaching
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or both of the following -

**SPED 77551 - Supervised Student Teaching: Learning Disabilities, Grades 7-12**

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

*prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching
Credits 1.5 cr

**SPED 77552 - Student Teaching: Learning Disabilities, Grades 7-12**

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

*prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching
Credits 1.5 cr

General Education Courses

**EDLIT 75500 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Grades 5-12**
Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in secondary settings, with emphasis on students with special needs.

*Hours 3 (includes 15 hours fieldwork)*
*Credits 3*

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

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

*Hours 45*
*Credits 3*

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

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

*Hours 45 hrs*
*Credits 3*

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

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

*Hours 45*
*Credits 3*

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

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

*Hours 45 hrs*
*Credits 3*

**SEDC 72000 - Adolescent Health and Safety**
Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Complete the Dignity for All Students Act (DASA) workshop.

Bilingual Childhood Education, Grades 1-6 - MSEd

This graduate program in Bilingual Childhood Education (Academic Plan: CEBIL-MSED) is designed to prepare individuals to become effective teachers with high levels of teaching competencies using two languages of instruction at the childhood grade range. The programs are offered in three languages: Spanish/English, French/English and Chinese/English. The Bilingual Childhood Education program leads to NYS certification in Childhood Education with Bilingual Education Extension.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Completion of a satisfactory writing sample in English and in Spanish as part of the application process.
5. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted in English and in Spanish, French or Chinese.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan
CEBIL-MSED

Total Credits
37-49

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

**BILED 71150 - Fieldwork in Bilingual Literacy (KC)**

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

*coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**BILED 71700 - Language Assessment for English Language Learners**

An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

*prereq: BILED 77100, CEDCF 70050
Hours 45 hrs,
Credits 3 cr*

**BILED 77100 - Psychology of Language Learning and Teaching**
Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

**prereq or coreq: BILED 70100**  
*Hours 30 hrs plus 5 hrs of fieldwork and lab,*  
*Credits 2 cr*

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

**prereq or coreq: BILED 70100**  
*Hours includes 5 hrs of fieldwork*  
*Credits 3 cr*

**BILED 78000 - Bilingual Research Seminar**

The bilingual research seminar, which serves as the culminating experience, focuses on the relationship between educational research and the classroom teacher. Students will review significant bilingual research to consider the implications of findings for bilingual instruction, and they will initiate their own classroom/community studies to reflect upon their own practice and to become critical consumers of research.

**prereq or coreq: 39 credits or permission of program coordinator**  
*Hours 30 hrs plus lab,*  
*Credits 2 cr*

**CEDC 70000 - The Art of Effective Teaching**

This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

**prereq or coreq: CEDF 70900**  
*Hours 2*  
*Credits 2*

**CEDC 70300 - Teaching Science in the Elementary School**

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.
CEDC 70400 - Teaching Developmental Reading

The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

CEDC 71300 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

prereq or coreq: CEDF 70900, CEDC 71000, CEDC 72200, CEDC 70200, CEDC 77300.

Hours 45
Credits 3
CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators (KC)

Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting

Hours 15 hrs of seminar plus 50 hrs fieldwork

Credits 1

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

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

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

prereq or coreq: CEDF 70900

Hours 45 hrs

Credits 3

CEDF 70900 - Child Development Grades 1-6

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

Hours includes 5 hrs of field work

Credits 3

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308

prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100

prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

Hours 45

Credits 3
Spanish language

BILED 71100 - Bilingual Literacy-Spanish (KC)

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

*coreq: BILED 71150
*prereq or coreq: BILED 77100
*Hours 30
*Credits 2

*This Key Course requires a grade of B or better to pass.
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
*This course may be repeated only once.

BILED 77800 - Instruction Through the Native Language-Spanish

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

*prereq or coreq: BILED 70100
*Hours 45 hrs plus 10 hrs of fieldwork,
*Credits 3

- Or -

French language

BILED 71200 - Bilingual Literacy-French (KC)

Bilingual literacy - French: conducted in French and English and will present how to differentiate instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners. The course aims to develop teachers' ability to plan for language, content and literacy skills by designing a thematic integrated literacy unit. The course will assist teachers in understanding how to develop students' oral language, spelling, grammar, and vocabulary.

*prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
*Hours 30
*Credits 2

*This Key Course requires a grade of B or better to pass.
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
*This course may be repeated only once.

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area
BILED 70100 and CEDF 70900 for the MSEd/Childhood Education Grades 1-6 with bilingual extension; for the MSEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45
Credits 3

- Or -

Chinese language

BILED 71300 - Bilingual Literacy-Chinese (KC)

Bilingual Literacy – Chinese focuses on the development of literacy skills in both English and Chinese for students in bilingual programs. The emphasis is on L1 and L2 literacy using narrative and expository text, technology, and the arts as mediums for developing skills. This course will be conducted in Chinese and English.

prereq or coreq: BILED 77100, BILED 77150

Hours 30
Credits 2

For the Advanced Certificate Leading to an Extension in Bilingual program: the prereq or coreq is BILED 77150

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 76900 - Instruction through the Native Language-Chinese

To enhance Chinese language skills of teacher candidates for the purpose of teaching content areas in and through Chinese. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Chinese for the bilingual classroom.

Hours 45 hours plus 10 hours of fieldwork
Credits 3

Prereq or Coreq: For the Childhood education Grades 1-6 with a Bilingual Extension program: BILED 70100, CEDF 70900; For the MSEd in Early Childhood Education Birth through Grade 1 with a Bilingual Extension: Program 1, BILED 70100, ECF 70000; Program 2, none; Program 3, BILED 70100; For the Advanced Certificate Leading to and Extension in Bilingual program: none.

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

Supervised student teaching at two grade levels in an elementary bilingual setting selected by Hunter College; four full days a week plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

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

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

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or one of the following -

**BILED 78500 - Student Teaching in Grades 1–3 (KC)**

Twenty days of supervised student teaching at grade level 1–3 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

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

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

*Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**BILED 78300 - Practicum in Grades 1–3 (KC)**

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

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

*Hours 15 hrs of seminar plus conferences*

*Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And one of the following -

**BILED 78600 - Student Teaching in Grades 4–6 (KC)**

Twenty days of supervised student teaching at grade level 4–6 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated
only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**BILED 78400 - Practicum in Grades 4–6 (KC)**

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**Exit Requirements**

1. An overall GPA of 3.0.
2. A grade of B or better in BILED 780 (Bilingual Research Seminar).
3. Complete the Dignity for All Students Act (DASA) workshop.

**Bilingual Early Childhood Education, Birth-Grade 2 - MSEd**

This graduate program in Bilingual Early Childhood Education (Academic Plan: ECBB2-MSED) is designed to prepare individuals to become effective teachers with high levels of teaching competencies using two languages of instruction at the early childhood grade range. The program is offered in three languages: Spanish/English, French/English and Chinese/English. This program leads to NYS certification in Early Childhood Education with Bilingual Education Extension.

This program offers three tracks (or subplans):

TRACK 1 (Subplans: ECBB2LSPAN, ECBB2LFREN, ECBB2LCHIN) is for those without NYS certification.
TRACK 2 (Subplan: ECBB2OSPAN, ECBB2OFREN, ECBB2OCHIN) is for those with initial certification in Childhood Education, Special Education or TESOL.
TRACK 3 (Subplan: ECBB2ASPAN, ECBB2AFREN, ECBB2ACHIN) is for those with initial certification in Early Childhood Education.
Admission Requirements

Track 1

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. An on-site writing sample in English and in Spanish, French or Chinese.
5. Demonstration of satisfactory oral English and Spanish, French or Chinese through an interview conducted with at least two professors.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Track 2

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or master's degree with GPA of at least 3.5.
2. NYS initial, professional, or permanent certification in Childhood Education, Common Branches Pre-K-6, Special Education, or TESOL.
3. Completion of a satisfactory writing sample in English and in Spanish, French or Chinese.
4. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted with at least two professors.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Track 3

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or master's degree with GPA of at least 3.5.
2. NYS initial certification in Early Childhood Education.
3. Completion of a satisfactory writing sample in English and in Spanish, French or Chinese.
4. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted with at least two professors.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

ECBB2-MSED

Subplans

- TRACK 1:
  - SPANISH - ECBB2LSPAN
  - FRENCH - ECBB2LFREN
  - CHINESE - ECBB2LCHIN
- TRACK 2:
  - SPANISH - ECBB2OSPAN
  - FRENCH - ECBB2OFREN
  - CHINESE - ECBB2OCHIN
- TRACK 3:
  - SPANISH - ECBB2ASPAN
  - FRENCH - ECBB2AFREN
  - CHINESE - ECBB2ACHIN

Total Credits

- TRACK 1 - ECBB2LSPAN, ECBB2LFREN, ECBB2LCHIN: 40-52
- TRACK 2 - ECBB2OSPAN, ECBB2OFREN, ECBB2OCHIN: 33-45
- TRACK 3 - ECBB2ASPAN, ECBB2AFREN, ECBB2ACHIN: 30-36

Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits (Track 2) or 6 credits (Track 3) of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

Courses for All Tracks

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels
Credits 3

ECC 72000 - Integrative Seminar in Early Childhood Education

Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.
prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)
Credits 3

BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 71150 - Fieldwork in Bilingual Literacy (KC)

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 77100 - Psychology of Language Learning and Teaching

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

prereq or coreq: BILED 70100
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

BILED 77900 - Multicultural Education

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

prereq or coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr
BILED 71100 - Bilingual Literacy-Spanish (KC)

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 77800 - Instruction Through the Native Language-Spanish

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

prereq or coreq: BILED 70100
Hours 45 hrs plus 10 hrs of fieldwork,
Credits 3

Or

French language

BILED 71200 - Bilingual Literacy-French (KC)

Bilingual literacy - French: conducted in French and English and will present how to differentiate instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners. The course aims to develop teachers' ability to plan for language, content and literacy skills by designing a thematic integrated literacy unit. The course will assist teachers in understanding how to develop students' oral language, spelling, grammar, and vocabulary.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 76800 - Instruction through the Native Language-French
This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MSEd/Childhood Education Grades 1-6 with bilingual extension; for the MSEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100
Hours 45
Credits 3

- Or -

Chinese language

BILED 71300 - Bilingual Literacy-Chinese (KC)

Bilingual Literacy – Chinese focuses on the development of literacy skills in both English and Chinese for students in bilingual programs. The emphasis is on L1 and L2 literacy using narrative and expository text, technology, and the arts as mediums for developing skills. This course will be conducted in Chinese and English.

prereq or coreq: BILED 77100, BILED 77150
Hours 30
Credits 2
For the Advanced Certificate Leading to an Extension in Bilingual program: the prereq or coreq is BILED 77150

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 76900 - Instruction through the Native Language-Chinese

To enhance Chinese language skills of teacher candidates for the purpose of teaching content areas in and through Chinese. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Chinese for the bilingual classroom.

Hours 45 hours plus 10 hours of fieldwork
Credits 3
Prereq or Coreq: For the Childhood education Grades 1-6 with a Bilingual Extension program: BILED 70100, CEDF 70900; For the MSEd in Early Childhood Education Birth through Grade 1 with a Bilingual Extension: Program 1, BILED 70100, ECF 70000; Program 2, none; Program 3, BILED 70100; For the Advanced Certificate Leading to and Extension in Bilingual program: none.

- And take either -

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings (KC)

Two student teaching placements of 30 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECF 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)
Hours 30 hrs of seminar plus 60 days of student teaching
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Or -

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting (KC)

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

Hours 15 hrs of seminar plus conferences,
Credits 1

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- And -

ECC 71850 - Early Childhood Bilingual Student Teaching (KC)

Student teaching for 30 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)
Hours 15 hrs of seminar plus 30 days of student teaching
Credits 2

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Additional Courses for Track 1

ECF 70000 - Child Development: Birth to Age Eight

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

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

ECF 70100 - Social and Historical Contexts of Early Childhood Education
Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours 45 hrs
*Credits 3

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

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

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

**ECC 70500 - Language and Literacy: Birth through Kindergarten**

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

*prereq or coreq: ECF 70000
*Hours 45 hrs
*Credits 3

**ECC 70600 - Language and Literacy: K through Grade 2**

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

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

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

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

*prereq: ECC 70300
*prereq or coreq: ECF 70200
*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels
*Credits 3
ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

prereq or coreq: ECC 70300
Hours 45 hrs
Credits 3

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

prereq: ECC 70300
Hours 15 hrs of seminar plus 50 hrs in the field
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

Hours 45 hrs
Credits 3

ECC 71400 - Health, Safety and Nutrition in Early Childhood

This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3

ECC 71500 - Educational Technology in Early Childhood
Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

*Hours 15 hrs,  
Credits 1 cr*

**Additional Courses for Track 2**

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

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

**ECF 70100 - Social and Historical Contexts of Early Childhood Education**

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours 45 hrs  
Credits 3*

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

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

*prereq: ECF 70000  
Hours 45 hrs  
Credits 3*

**ECC 70400 - Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

*prereq or coreq: ECF 70000  
Hours 45 hrs  
Credits 3*
ECC 70800 - Children with Special Needs: Birth through Grade 2

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

Prereq: ECC 70300
Prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels
Credits 3

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

Prereq or coreq: ECC 70300
Hours 45 hrs
Credits 3

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

Hours 45 hrs
Credits 3

ECC 71500 - Educational Technology in Early Childhood

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

Hours 15 hrs,
Credits 1 cr

Additional Courses for Track 3

7-13 credits from the courses below based on a transcript review of prior coursework in early childhood education.

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

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.
ECC 70400 - Language and Literacy: Birth through Grade 2

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

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

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

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (Not for Program 1 students)

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

ECC 71500 - Educational Technology in Early Childhood
Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

*Hours 15 hrs, Credits 1 cr*

**Exit Requirements**

1. An overall GPA of 3.0
2. Completion of ECC 72000 (Integrative Seminar in Early Childhood Education) with a grade of B or better.
3. Track 2 and 3 students must maintain a valid and appropriate NYS certification.
4. Complete the Dignity for All Students Act (DASA) workshop.

**Blind and Visually Impaired - MSEd**

**Program Coordinator**

L. Beth Brady  
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929 West  
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The School of Education offers graduate programs that prepare students to become teachers of the Blind and Visually Impaired. Graduates of the Blind and Visually Impaired program will be prepared to teach learners who are blind or visually impaired in diverse PreK-12 settings including residential schools for the blind, classroom programs and itinerant teaching settings in public and private schools.

The master's degree in Blind and Visually Impaired offers two programs. Program 1 (Academic Plan: BVI-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and blind and visually impaired. Program 2 (Academic Plan: TCHBL-MSED) is for those who hold NYS certification and leads to single certification in blind and visually impaired.

**Admission Requirements**

**Program 1**

For applicants who do not hold NYS certification in Childhood Education

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0;  
   or  
   A master's degree from an accredited institution with a GPA of at least 3.5;  
   plus  
   A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Program 2**
For applicants who hold Early Childhood, Childhood, PreK-Grade 6, Middle Childhood or Adolescent Education NYS certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5; plus
2. NYS initial, professional, or permanent certification in Early Childhood, Childhood, PreK-grade 6, Middle Childhood or Adolescent Education. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 715, a 1-credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for these programs.*

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plans**

- Program 1: BVI-MSED
- Program 2: TCHBL-MSED

**Total Credits**

- BVI-MSED: 43-57
- TCHBL-MSED: 40-41

**Courses for Programs 1 and 2**

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**
Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

**Hours** 3 hrs  
**Credits** 3 cr

**SPED 70250 - Classroom Management in Special Education and Inclusive Settings**

Develops skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100*  
**Hours** includes 20 hrs of field experience, 45 hrs,  
**Credits** 3 cr

**SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100*  
**Hours** (includes 10 hours of field experience),  
**Credits** 3 cr

**SPED 70700 - Research Seminar: Issues in Special Education (KC)**

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

*Hours* 45 hrs,  
*Credits* 3 cr

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)**
Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

**SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)**

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

**SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)**

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

**SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments**

Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.
**SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)**

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

**SPED 74400 - Assistive Technology for Learners with Visual Impairments**

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

**SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments**

Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

**SPED 74600 - Educational Implications of Learners Who Are Deafblind**

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on
learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

*prereq: SPED 70000, SPED 79000 or SPED 74100  
*Hours Includes 10 hrs of field experience  
*Credits 3

**SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments**

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

*prereq or coreq: SPED 74000, 74100  
*Hours includes 10 hrs of filed experience  
*Credits 3 cr

- Take either -

**SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired at two grade levels that do not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, adapting sensory environments, selecting appropriate learning media, adapting curriculum through tactile graphics, developing IEPs, and forming partnerships with families.

*prereq or coreq: SPED 74000, SPED 74100  
*Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,  
*Credits 4 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- Or one of the following -

**SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field
placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

**SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

**SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6 (KC)**

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

**SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12 (KC)**
Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus one of the following -

SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours structured conferences, plus 20 days student teaching,
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnership with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences, plus 20 days student teaching
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Additional Courses for Program 1

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70900 - Child Development Grades 1-6

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

Hours includes 5 hrs of field work
Credits 3

CEDC 70350 - Teaching Science in the Elementary School
For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900  
Credits 3

CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

prereq or coreq: CEDF 70900  
Hours includes 10 hrs of fieldwork  
Credits 3

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900  
Hours includes 10 hrs of fieldwork  
Credits 3

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

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq or coreq: CEDF 70900 and CEDC 70450  
Hours 30 hrs,  
Credits 2

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills,
acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

**prereq:** CEDF 70900, CEDC 70450 and 70550

**Hours** 15 hrs of seminar plus 50 hrs fieldwork

**Credits** 1

*This Key Course requires a grade of B or better to pass.*  

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  

*This course may be repeated only once.*

**HED 71500 - Health Education for Special Educators**

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

**Hours** 15 hrs,  

**Credits** 1 cr

**Exit Requirements**

1. An overall GPA of 3.0.  
2. Program 2 students must maintain a valid and appropriate NYS certification.  
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue  
   - and either -  
   - an original written research proposal  
   - or -  
   - a written proposal for competitive grant funding.  
4. Complete the Dignity for All Students Act (DASA) workshop.

**Childhood Education Grades 1-6 - MSEd**

This program (Academic Plan: CHED-MSED) leads to NYS certification in Childhood Education. It is nationally recognized by the Association for Childhood Education International (ACEI) and prepares teachers for work in NYC public schools. This program is not designed for those with prior NYS certification in Childhood Education; Those who already hold Childhood Education certification should consider our programs in Literacy, Special Education, Early Childhood Education, TESOL, Elementary Math Specialist or Childhood Education STEM Specialization.

The Childhood Education program offers two tracks (or subplans).

- Track 1 (Subplan: CHEDTKONE) is an evening program designed with career changers in mind that allows students to adapt the pace of the program to their needs.  
- Track 2 (Subplan: CHEDTKTWO) is a two-year, full-time, daytime, clinically-rich program.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a grade point average of at least 3.0.
2. A liberal arts or sciences major (or interdisciplinary concentration) of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

CHED-MSED

Subplans

- Track 1: CHEDTKONE
- Track 2: CHEDTKTWO

Total Credits

- CHEDTKONE: 36-49
- CHEDTKTWO: 55 (this number was previously listed as 53 credits in error)

Track 1

Subplan: CHEDTKONE

CEDC 70000 - The Art of Effective Teaching

This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.
CEDC 70300 - Teaching Science in the Elementary School

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

CEDC 70400 - Teaching Developmental Reading

The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.

CEDC 71300 - Health Education for the Classroom Teacher
The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

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

**CEDC 715FW - Fieldwork: Reading and Social Studies (KC)**

Supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.

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

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development**

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

**prereq or coreq:** To be taken with CEDF 71000, CEDC 70300, CEDC 72200, CEDC 70200, CEDC 77300.  
**Hours** 45  
**Credits** 3

**CEDC 73000 - Perspectives on Literacy Across the Content Areas**

Literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository as well as narrative texts will be utilized.

**prereq:** CEDF 70900; CEDC 70400  
**coreq:** CEDC 71500 and 72200
CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

Hours 45 hrs
Credits 3

CEDF 70900 - Child Development Grades 1-6

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

Hours includes 5 hrs of field work
Credits 3

CEDF 71000 - Educational Psychology

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

prereq: CEDF 70900
Hours includes 5 hrs of field work
Credits 3

CEDF 71500 - Diversity in the American School

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

Hours 45 hrs
Credits 3

CEDF 71600 - Assessment of Teaching and Learning

Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.

Credits 3

CEDF 79200 - Integrative Seminar: Research in Childhood Education
Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

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

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

- Take either -

**CEDC 72400 - Student Teaching in Grades 1–3 and 4–6 (KC)**

Supervised student teaching at two grade levels, 1–3 and 4–6, in an elementary school selected by Hunter College; five full days a week plus conferences and professional development workshops. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus a minimum of 60 days of student teaching
Credits 5
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or one of the following -

**CEDC 72500 - Student Teaching in Grades 1–3 (KC)**

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728:
Practicum in grades 4–6. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Not for students who have completed EDC 72400 or 72700.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus 30 days of student teaching
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC 72700 - Practicum in Grades 1–3 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800. Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Not for students who have completed CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus supervision and conferences
Credits 2

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Plus one of the following -

CEDC 72600 - Student Teaching in Grades 4–6 (KC)

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3. Not for students who have completed CEDC 72400 or 72800.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus 30 days of student teaching
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC 72800 - Practicum in Grades 4–6 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700.
Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Not for students who have completed CEDC 72400 or 72600.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus supervision and conferences
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Track 2 - Clinically Rich

Subplan: CHEDTKTWO

CEDC 70100 - Beginning Elementary Literacy Methods

Beginning Elementary Literacy Methods is the first of a two-part sequence designed for pre-service graduate teacher candidates as an introduction to the content and procedures used to teach English language arts to elementary students. Students will learn how children develop reading and writing concepts and abilities, become familiar with children's literature, both nonfiction and fiction, and understand current practices of literacy instruction and assessment.

coreq: This course should be taken with CEDF 70900, CEDC 70500, EDSEL 79600, CEDC 77200 Fieldwork & Teaching Seminar 1.
Hours 45
Credits 3

CEDC 70200 - Advanced Elementary Literacy Methods

Advanced Elementary Literacy Methods is the second course of a two-part sequence designed for graduate, pre-service teacher candidates to expand and apply their understanding of the pedagogical strategies and content necessary to teach English language arts to elementary students. In this course, teacher candidates will demonstrate effective literacy instruction through assessing, planning, and teaching elementary students' learning in all facets of literacy and throughout the content areas.

coreq: This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600 Reflective Practice in Elementary School Social Studies Curriculum Development, SPED 70800, CEDC 77300 Fieldwork & Teaching Seminar 2.
Hours 45
Credits 3

CEDC 70300 - Teaching Science in the Elementary School

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

prereq or coreq: CEDF 70900 and CEDC 70000
Credits 3

CEDC 705000 - Mathematics Curriculum and Methods
An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

**prereq or coreq:** CEDF 70900  
**Hours includes** 10 hrs of fieldwork  
**Credits** 3

**CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development**

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

**prereq or coreq:** To be taken with CEDF 71000, CEDC 70300, CEDC 72200, CEDC 70200, CEDC 77300.  
**Hours** 45  
**Credits** 3

**CEDC 70700 - The Arts: An Interdisciplinary Learning Experience**

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.

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

**CEDC 71300 - Health Education for the Classroom Teacher**

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

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

**CEDC 73900 - Advanced Methods in Elementary School: Mathematics, Science, and Social Studies**
This graduate advanced methods builds on and extends the initial methods courses in the areas of mathematics, science, and social studies and also explicitly connects theory from mathematics, social studies, and science methods courses to practice by supporting teacher candidates to design and enact lessons in the context of the elementary school classroom. Students will grapple with the complexities of how students learn content and design/conduct assessments, develop lesson plans and unit plans, and critically reflect on their teaching practice. Students will face the realities of teaching content in schools given the school resources in terms of curriculum and technology and within the curriculum guidelines of the state and district.

**prereq or coreq:** CEDC 70300, CEDC 70600, CEDC 70500  
**Credits** 3  
*In order to take this course students have to be accepted into the 'clinically rich' track of the Masters in Childhood Education program that leads to certification.*

**CEDC 77200 - Fieldwork & Teaching Seminar 1 (KC)**

Fieldwork & Teaching Seminar 1 is the initial experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

**coreq:** This course should be taken with CEDF 70900, CEDC 70500, CEDC 70100, EDESL 77100.  
**Hours** 30  
**Credits** 2  
30 days (field) & 15 hrs (course)

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**CEDC 77300 - Fieldwork & Teaching Seminar 2 (KC)**

Fieldwork & Teaching Seminar 2 is the second experience in an elementary partner school for the clinically rich track of the graduate childhood program.

**prereq or coreq:** This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600, CEDC 70200.  
**Hours** 30  
**Credits** 2  
30 days (field) & 15 hrs (course)

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**CEDC 77400 - Fieldwork & Teaching Seminar 3 (KC)**

Fieldwork & Teaching Seminar 3 is the third experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

**prereq or coreq:** This course should be taken with CEDF 71600, CEDC 73900, CEDC 70700, CEDC 71300.  
**Hours** 30  
**Credits** 2  
45 days (field) & 15 hrs (course)
This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

CEDC 77500 - Fieldwork & Teaching Seminar 4 (KC)

Fieldwork & Teaching Seminar 4 is the fourth and final experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDC 71000.

Hours 45
Credits 3
75 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

Hours 45 hrs
Credits 3

CEDF 70900 - Child Development Grades 1-6

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

Hours includes 5 hrs of field work
Credits 3

CEDF 71000 - Educational Psychology

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

prereq: CEDF 70900
Hours includes 5 hrs of field work
Credits 3

CEDF 71500 - Diversity in the American School
Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

Hours 45 hrs
Credits 3

CEDF 71600 - Assessment of Teaching and Learning

Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.

Credits 3

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

Hours includes 20 hrs fieldwork in K-12 classrooms
Credits 4

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

Exit Requirements

1. An overall GPA of at least 3.0.
2. Track 1 students only: a grade of B or better in CEDF 792.
3. Complete the Dignity for All Students Act (DASA) workshop.
Childhood Education with a Specialization in Science, Technology, Engineering and Mathematics (STEM) Professional Certificate- MSEd

Program Coordinator

Dennis Robbins  
(212) 772-4287  
907 West  
drobb@hunter.cuny.edu

This program (Academic Plan: CEMSC-MSED) prepares Childhood Education teachers to become better qualified in teaching STEM subjects in the elementary grades. It requires initial NYS certification in Childhood Education and leads to professional certification in that area.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. NYS initial, professional or permanent certification in Childhood Education.
3. A personal statement.
4. Two letters of recommendation including one from a supervisor.
5. Successful completion with a grade of C or better of college level mathematics course and a lab science course. Those who do not meet the mathematics requirement must successfully complete MATH 104 and MATH 105 in the School of Arts and Sciences. Those who do not meet the science requirement must take a one semester course in a lab science (biology, chemistry, physics or geology).
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

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

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

*Hours 45 hrs.
*Credits 3

CEDC 74000 - Contemporary Mathematics in the Elementary School

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

*Hours 45 hrs.
*Credits 3

CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science

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

*prereq: all program courses except CEDC 74300
*Hours 45 hrs
*Credits 3

CEDC 74300 - Research Seminar in Mathematics/Science Education

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

*Hours 45 hrs
*Credits 3

CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

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

*prereq: all program courses except CEDC 74200 and CEDC 74300
CEDC 74700 - Number Theory and Algebra in Elementary Curriculum

A study of the underpinnings of Number Theory and Algebra and the role they play in curriculum, teaching and student learning. This course gives participants a deeper understanding of algebra and how students learn transition from arithmetic to algebraic reasoning.

prereq: The course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.

Hours 45 hrs
Credits 3

CEDC 74800 - Geometry and Measurement in the Elementary

A study of the underpinnings of Geometry and Measurement and the role they play in curriculum, teaching, and supporting student learning. Topics in Geometry and Measurement are important concepts at the elementary school level and this course gives participants a deeper background in these two areas. Additionally, pedagogical practices important in these areas will be examined as well as a deep study of how students develop these concepts through curriculum, representations, manipulatives, and pedagogical practices will be discussed.

prereq: This course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.

Hours 45
Credits 3

CEDC 77600 - Planet Earth: Earth and Space Sciences for Elementary School Teachers

Methods and content of teaching Earth and Space sciences topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

Hours 3 hrs
Credits 3

CEDC 77700 - Physical Science Background for Elementary Teachers

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

Hours 45 hrs
Credits 3

CEDC 77800 - Life Sciences
The methods and content of teaching life science topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

**CEDC 77900 - Robotics and Engineering**

New methods of teaching innovative school curricula in robotics and engineering. Students will design and program their own robotic vehicles and learn elementary school materials by a hands-on process and project work. The curriculum is modeled on the First LEGO League competitions popular at the grade school-level. Engineering is Elementary, a school curriculum to improve children's understanding of engineering principles, is also explored from a student-centered perspective. These new STEM curriculum for elementary schools are supported by K-12 Next Generation Science Standards (2013). All students who enroll in the course will emerge with training to teach these curricula in elementary schools, in informal settings and after school programs.

**Exit Requirements**

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

**Childhood Special Education: Behavior Disorders - MSEd**

**Program Coordinator**

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This graduate program (Academic Plan: CSPE-MSED and CSPED-MSED) prepares teacher candidates for effective teaching of students with behavior/mental challenges autism, and learning disabilities. Graduates from the behavior disorders track of the Childhood Special Education program are well prepared to teach in all educational settings, serving in hospitals, clinics, and public, charter, private, and parochial schools. They do so in roles such as collaborative teach teachers (CTT), inclusion support providers ("push in" teachers), head teachers in self-contained classrooms, behavior support personnel, and general education teachers.

The master's degree in Childhood Special Education: Behavior Disorders offers two programs. Program 1 (Academic Plan: CSPE-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and students with disabilities grades 1-6. Program 2 (Academic Plan: CSPED-MSED) is for those who hold NYS certification and leads to single certification in students with disabilities grades 1-6.
Admission Requirements

Program 1

For applicants who do not hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5;
2. NYS initial or professional certification in Childhood Education Grades 1-6 or PreK-grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study
Academic Plans

- Program 1: CSPE-MSED
- Program 2: CSPED-MSED

Total Credits

- CSPE-MSED: 43-55
- CSPED-MSED: 39

Courses for Programs 1 and 2

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs  
Credits 3 cr*

**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000  
Hours 45 hours; includes 10 hrs of field experience  
Credits 3*

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

*prereq or coreq: SPED 70000  
Hours 45 hours; includes 15 hrs of field experience  
Credits 3*

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes.
Open to both special education and general education graduate students.

**prereq:** SPED 70000  
**coreq:** current employment as a teacher or enrollment in student teaching  
**Hours** Includes 10 hrs of field experience, 45 hrs,  
**Credits** 3 cr

## SPED 70450 - Teaching Culturally and Linguistically Diverse Students

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education.

**prereq:** SPED 70000 or SPED 70050  
**Hours** 3 hrs  
**Credits** 3 cr

## SPED 70550 - Use of Instructional Technology in the Special Education Classroom

This course explores how technology can support students with learning disabilities and behavior disorders. More than simply a "how to" course, this class aims to give teachers the tools needed to best assist their students and evaluate the use of technology in their classrooms. This is a lab course where some of the learning occurs over blocks of time spent in direct experience. Class sessions are: demonstrations; hands-on exploration; feedback; coaching; and direct exploration of both hardware and software, applying them both as teacher tools and as instructional means for students with disabilities.

**prereq:** SPED 70000 or SPED 70050  
**Hours** 2 hrs  
**Credits** 2 cr

## SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

**prereq or coreq:** SPED 70000 or SPEDE 76800  
**Hours** Includes 10 hours of field experience, 45 hrs,  
**Credits** 3 cr

## SPED 75000 - The Study of Behavior Disorders

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs.
SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders (KC)

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students.

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Includes 10 hrs of field experience.

SPED 72350 - Math for Students with Disabilities (Non-LD Specialization)

Principles, methods, and specially designed mathematics instruction for students with disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations.

SPED 72450 - Writing for Students with Disabilities (for those not in LD Specialization), Methods 3

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.
prereq: SPED 70000 or SPED 70050
 Hours 2 hrs
 Credits 2 cr

- PLUS -
ONE OF THE FOLLOWING

**SPED 75254 - Student Teaching: Behavior Disorders Grades 1-6 (Part 1) (KC)**

This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Behavior Disorders.

prereq: 18 credits and 1 methods course
 Hours 3 hrs
 Credits 3 cr

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SPED 75255 - Supervised Practicum: Behavior Disorders Grades 1-6 (Part 1) (KC)**

This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Behavior Disorders.

prereq: 18 credits and 1 methods course
 Hours 3 hrs
 Credits 3 cr

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

- AND -
ONE OF THE FOLLOWING

**SPED 75256 - Student Teaching: Behavior Disorders Grades 1-6 (Part 2) (KC)**

This student teaching seminar and supervision is the first of two semester-long experiences intended to provide supported teaching, practical knowledge, and increased facility with specialized practices for working with students with special learning needs.

prereq: 18 credits and 1 methods course
 Hours 3 hrs
 Credits 3 cr

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75257 - Supervised Practicum: Behavior Disorders Grades 1-6 (Part 2) (KC)**

This practicum seminar is intended to provide supported teaching experiences, practical knowledge, and increased facility with specialized practices when working with students with special learning needs.

*prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**Additional Courses for Program 1**

Students may be exempted from up to 12 credits of the general and special education requirements on the basis of equivalent courses taken at either the graduate or undergraduate level. Students, however, may not be exempted from CEDC 729.

**CEDF 70900 - Child Development Grades 1-6**

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

*Hours includes 5 hrs of field work
Credits 3*

**CEDC 70350 - Teaching Science in the Elementary School**

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

*prereq or coreq: CEDF 70900
Credits 3*

**CEDC 70450 - Teaching Developmental Reading**

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

*prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3*
CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

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

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq or coreq: CEDF 70900 and CEDC 70450
Hours 30 hrs,
Credits 2

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr
Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 must maintain a valid and appropriate NYS certification in general education.
3. Complete the Dignity for All Students Act (DASA) workshop.
4. EdTPA or "Action Research Project" in second semester of the HC Learning Lab.

Childhood Special Education: Learning Disabilities - MSEd

This graduate program prepares students to teach in Childhood Special Education environments, including self-contained and inclusion settings. Graduates from the learning disabilities program will be able to serve in such roles as inclusion support providers; and as collaborative team teachers with general education teachers in public and private schools, private agencies, hospitals and clinics.

The master's degree in Childhood Special Education: Learning Disabilities offers two programs. Program 1 (Academic Plan: CSPE-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and students with disabilities grades 1-6. Program 2 (Academic Plan: CSPED-MSED) is for those who hold NYS certification and leads to single certification in students with disabilities grades 1-6.

Admission Requirements

Program 1

For applicants who do not hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
2. A master's degree from an accredited institution with a GPA of at least 3.5.
3. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
4. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5;
2. NYS initial or professional certification in Childhood Education Grades 1-6 or PreK-grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: CSPE-MSED
- Program 2: CSPED-MSED

Total Credits

- CSPE-MSED: 41-53
- CSPED-MSED: 37

Courses for Programs 1 and 2

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs
*Credits 3 cr

SPED 70100 - Assessment of Students with Disabilities

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000
*Hours 45 hours; includes 10 hrs of field experience
*Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings
Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

**prereq or coreq:** SPED 70000  
**Hours** 45 hours; includes 15 hrs of field experience  
**Credits** 3

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

**prereq:** SPED 70000  
**coreq:** current employment as a teacher or enrollment in student teaching  
**Hours** Includes 10 hrs of field experience, 45 hrs,  
**Credits** 3 cr

**SPED 70450 - Teaching Culturally and Linguistically Diverse Students**

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education.

**prereq:** SPED 70000 or SPED 70050  
**Hours** 3 hrs  
**Credits** 3 cr

**SPED 70550 - Use of Instructional Technology in the Special Education Classroom**

This course explores how technology can support students with learning disabilities and behavior disorders. More than simply a "how to" course, this class aims to give teachers the tools needed to best assist their students and evaluate the use of technology in their classrooms. This is a lab course where some of the learning occurs over blocks of time spent in direct experience. Class sessions are: demonstrations; hands-on exploration; feedback; coaching; and direct exploration of both hardware and software, applying them both as teacher tools and as instructional means for students with disabilities.

**prereq:** SPED 70000 or SPED 70050  
**Hours** 2 hrs  
**Credits** 2 cr

**SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social
inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr

SPED 78000 - The Study of Learning Disabilities in Children and Adolescents

History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

prereq or coreq: SPED 70000
Hours 45
Credits 3

SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

prereq: SPED 70000 or 70050
Hours 3 hrs: includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 72300 - Math for Students with Learning Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 72400 - Writing for Students With Learning Disabilities, Methods 3 (KC)
In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100
prereq or coreq: SPED 70000
Hours 15 hrs seminar, plus 20 hrs lab,
Credits 2 cr
Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use

prereq: SPED 781/782
coreq: SPED 783
Hours 15 hrs seminar, plus 20 hrs lab,
Credits 2 cr
Spring only
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 72500 - Student Teaching: Learning Disabilities Grades 1-6 (KC)
This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Learning Disabilities and English Language Learners.

prereq: SPED 70000 or SPED 70050; SPED 78200; SPED 78400
Hours 3 hrs
Credits 3 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Or -

**SPED 72550 - Supervised Practicum: Learning Disabilities Grades 1-6 (KC)**

This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Learning Disabilities and English Language Learners.

prereq: SPED 78200; SPED 78400
Hours 3 hrs
Credits 3 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**Additional Courses for Program 1**

Students may be exempted from up to 12 credits of the general and special education requirements on the basis of equivalent courses taken at either the graduate or undergraduate level. Students, however, may not be exempted from CEDC 729.

**CEDF 70900 - Child Development Grades 1-6**

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

Hours includes 5 hrs of field work
Credits 3

**CEDC 70350 - Teaching Science in the Elementary School**

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.
CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

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

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

CEDF 70900

Credits 3
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 must maintain a valid and appropriate NYS certification in general education.
3. Complete the Dignity for All Students Act (DASA) workshop.
4. EdTPA or "Action Research Project" in second semester of the HC Learning Lab.

Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness) - MSEd

Program Coordinator

L. Beth Brady
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(212) 772-4229
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This graduate program prepares students to teach in Childhood Special Education environments, including self-contained and inclusion settings. Graduates from the severe/multiple disabilities program will be able to serve in such roles as specialized teachers of learners with severe disabilities, including deafblindness; inclusion support providers; and as collaborative team teachers with general education teachers in public and private schools, private agencies, hospitals and clinics. This program leads to certification in Students with Disabilities Grades 1-6 and an extension annotation in Severe and Multiple Disabilities.

The master's degree in Childhood Special Education: Severe/Multiple Disabilities offers two programs. Program 1 (Academic Plan: CSED-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and students with disabilities grades 1-6. Program 2 (Academic Plan: CSEDD-MSED) is for those who hold NYS certification and leads to single certification in students with disabilities grades 1-6.

Admission Requirements

Program 1

For applicants who do not hold NYS Childhood or PreK-6 Certification
1. A bachelor's degree from an accredited institution with a GPA of at least 3.0;
   or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0;
   or
   A master's degree from an accredited institution with a GPA of at least 3.5;
2. NYS initial or professional certification in Childhood Education Grades 1-6 or PreK-grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: CSED-MSED
- Program 2: CSEDD-MSED

Total Credits

- CSED-MSED: 40-52
- CSEDD-MSED: 36
Courses for Programs 1 and 2

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs
*Credits 3 cr

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100
*Hours Includes 20 hrs of field experience, 45 hrs,
*Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100
*Hours (includes 10 hours of field experience),
*Credits 3 cr

SPED 70700 - Research Seminar: Issues in Special Education (KC)

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

*Hours 45 hrs,
*Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 74600 - Educational Implications of Learners Who Are Deafblind

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

prereq: SPED 70000, SPED 79000 or SPED 74100
Hours Includes 10 hrs of field experience
Credits 3

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.
Includes 10 hrs of field experience.

prereq or coreq: SPED 70000
Credits 3

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum.

prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.
prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)**

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

prereq or coreq: SPED 70000, SPED 79000
Hours Includes 15 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness**

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 15 hrs of field experience
Credits 3 cr

**SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities**

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

prereq: SPED 70000
Hours includes 10 hrs of field experience, 30 hrs
Credits 2 cr

Take two of the following (must include two different grade levels)

**SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3 (KC)**
Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6 (KC)

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3 (KC)

Supervised practicum in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 1–3. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6 (KC)

Supervised practicum placement in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 4–6. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups,
curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

**prereq or coreq:** SPED 79000, 79100  
**Hours** 30 hours seminar, plus conferences,  
**Credits** 2 cr

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**Additional Courses for Program 1**

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

**CEDF 70900 - Child Development Grades 1-6**

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

*Hours includes 5 hrs of field work  
Credits 3*

**CEDC 70350 - Teaching Science in the Elementary School**

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

*prereq or coreq: CEDF 70900  
Credits 3*

**CEDC 70450 - Teaching Developmental Reading**

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

*prereq or coreq: CEDF 70900  
Hours includes 10 hrs of fieldwork  
Credits 3*

**CEDC 70550 - Mathematics Curriculum and Methods**
For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900  
Hours includes 10 hrs of fieldwork  
Credits 3

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

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq or coreq: CEDF 70900 and CEDC 70450
Hours 30 hrs, 
Credits 2

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs, 
Credits 1 cr

Exit Requirements
1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
   - and either -
   an original written research proposal
   - or -
   a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

Clinical Rehabilitation Counseling - MSEd

The Clinical Rehabilitation Counseling program (Academic Plan: REHCN-MSED) prepares students to assist people with disabilities to realize personal goals and maximize their physical, emotional, social, intellectual and vocational potential. Rehabilitation counselors work with youth and adults in a variety of community-based settings such as hospitals, rehabilitation centers, colleges, chemical dependency agencies and career/vocational counseling programs. Students in this program may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas.
3. Evidence of oral and written expression consonant with graduate-level study.
4. Recommendations from appropriate professional or academic references to aid in determining potential for work as a professional counselor.
5. Meeting these minimum requirements does not guarantee acceptance to the program. Admission to the program is highly competitive, and each applicant's grade point average, counselor potential, and applicability of work and life experience are carefully considered.
6. Relevant work and/or volunteer experience is highly recommended.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.
Course of Study

Academic Plan

REHCN-MSED

Total Credits

60

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs
Credits 3

COCO 70100 - Counseling Skills and Interviewing Techniques (KC)

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

Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COCO 70200 - Theories of Counseling

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

Hours 45 hrs
Credits 3

COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

Hours 45 hrs
Credits 3

COCO 70600 - Group Counseling (KC)

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

prereq: COCO 70100 and COCO 70200
Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COCO 70700 - Multicultural Aspects of Counseling

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

Hours 45 hrs
Credits 3

COCO 70800 - Measurement and Appraisal

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

Hours 45 hrs
Credits 3

COCO 70900 - Research Methods in Counseling

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

Hours 45 hrs
Credits 3

COCO 71000 - Chemical Dependency: Issues in Counseling

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

Hours 45 hrs
Credits 3

COCO 71100 - Supervision and Administration in Counseling

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

prereq: COCO 70600 and COCO 71800
Hours 45 hrs
Credits 3

COCO 71200 - Career Counseling, Assessment and Placement
Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

*Hours 60 hrs
Credits 4*

**COCO 71500 - Family Systems and Counseling Issues**

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

*Hours 45 hrs.
Credits 3 cr.*

**COUNR 71800 - Practicum in Counseling (KC)**

To be arranged in selected field settings. Experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. Students seeking the bilingual extension will do this practicum in a setting in which they can work with Spanish-speaking clients.

*coreq: COCO 71900
prereq or coreq: COCO 70000 and COCO 706 and COUNR 71600
Hours 3 (includes 100 hours fieldwork)
Credits 3*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**COUNR 71900 - Advanced Counseling Skills and Contemporary Issues**

This clinical course is designed to both reinforce and improve basic counseling skills and provide training in advanced counseling skills. It also will provide the opportunity to apply counseling skills and knowledge to address contemporary issues in rehabilitation counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This experience will allow students to apply theoretical knowledge and approaches to interventions and assess his/her professional strengths and areas that need improvement. Under the supervision of the instructor students will receive in-depth training to process their clinical skills and gain additional self-awareness. The students will also expand their conceptualization formulation and understanding of appropriate counseling approaches and strategies.

*prereq: COCO 70100 and COCO 70200
coreq: COUNR 71800
Hours 3
Credits 3*

**COUNR 72500 - Internship in Counseling 1 (KC)**

Continued experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor.

*prereq: COUNR 71800 and COUNR 71900*
prereq or coreq: COUNR 72000
Hours 4 (includes 300 hours fieldwork)
Credits 4

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNR 72600 - Internship in Counseling 2 (KC)

prereq: COUNR 72500
Hours 4 (includes 300 hours fieldwork)
Credits 4
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNR 71600 - Resources and Foundations of Rehabilitation

History, philosophy, and principles of the vocational rehabilitation process. Economic, legal, ethical, and social issues influencing rehabilitation services. Observation of services available in state, city, and private agencies.

Hours 45 hrs
Credits 3

COUNR 72000 - Medical Aspects of Disability

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

Hours 45 hrs
Credits 3

COUNM 71700 - Psychopathology: Diagnosis and Treatment

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

Hours 45
Credits 3

Exit Requirements

1. An overall GPA of 3.0.
2. Complete all required workshops.

Computer Science Education - MSED/Advanced Certificate
The Master of Education in Computer Science Education will provide aspiring computer science teachers with the knowledge, pedagogical techniques, and experiences necessary to teach computer science at the middle and high school levels. The Master's program will include 40 graduate credits including 16 core graduate education credits, 9 graduate credits specific to computer science education, a 3 credit student teaching, and 12 additional computer science credits.

The Advanced Certificate in Computer Science Education will provide in-service teachers, certified in another subject area, with the knowledge, pedagogical techniques, and experiences necessary to teach computer science at the middle and high school levels. The certificate program will include 21 graduate credits including 9 credits in Computer Science Education, 12 additional credits in Computer Science.

Upon completing these programs, students will be recommended to NYSED for licensure in Computer Science Education.

Admission Requirements

Master's Program:

1. A bachelor's or master's degree from a regionally-accredited university with a minimum 3.0 GPA.
2. Resume and two professional references to be included with the application for matriculation. Interview with program faculty.
3. Test score on the GRE or similar equivalent exam.
4. Applicants must be admitted to both the Hunter School of Education and the Hunter School of Arts and Sciences

Advanced Certificate Program:

1. A bachelor's or master's degree from a regionally-accredited university with a minimum 3.0 GPA.
2. Proof of state certification as a middle or high school teacher.
3. Resume and two professional references to be included with the application for matriculation.
4. Interview with program faculty.
5. Test score on the GRE or similar equivalent exam.
6. Applicants must be admitted to both the Hunter School of Education and the Hunter School of Arts and Sciences

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.
Fieldwork Requirements

All field experiences will take place in New York City.

Course of Study

Academic Plans

Master's: CSEDU-MSED

Credits: 40

Advanced Certificate: CSCIEDU-AC

Credits: 18

Courses for the Master's

**CSCI 70300 - Data Structures in a high level language**

This course will provide aspiring and practicing teachers with a deeper knowledge of computer science. Students will study data representation in computer systems and data abstraction techniques. Topics covered include static and dynamic storage methods, lists, stacks, queues, trees, recursion and analysis of algorithms and their applications relevant in a classroom setting.

*prereq: CSCI 70900
*Hours 3
*Credits 3

**CSCI 70700 - Modern Topics and Concepts in Computer Science**

This course will provide aspiring and practicing teachers with base knowledge in a number of the most important disciplines in computer science. Students will study and create working systems using a variety of tools, techniques, and technologies. Sample topics include functional programming, data mining, computer graphics, and artificial intelligence.

*prereq: CSCI 70300
*Hours 3
*Credits 3

**CSCI 70900 - Programming in high level language**

Programming in a high level language introduces students to computer programming and goes well beyond an introductory class. The course will provide an overview of a language such as Java language and dive into important programming concepts including object-oriented programming, inheritance, exception handling, debugging techniques and more.

*Hours 3 hrs.
*Credits 3 cr.
CSCI 77800 - Ethics and Computer Science

Ethical concerns are frequently ignored in technical fields but as a society we are discovering their immense importance. Algorithms can have unintended effects due to hidden bias, security and privacy can be affected negatively when decisions are made for technical merit or user convenience, and social networks have resulted in issues ranging from fake news to echo chambers and more. In this course, we will explore ethical issues in computer science through a combination of programming assignments, case studies and discussions of current events.

prereq or coreq: CSCI 70300
Hours 3 hrs
Credits 3 cr.

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71900 - Methods 1: Advanced Study of Secondary Learning Environments for Teaching Computer Science (KC)

Examines the interrelationship between the educational environment and the adolescent's learning of computer science. Teacher candidates study the basics of classroom management in the teaching of computer science as they explore the content and implementation of proposed national, New York State, and New York City standards for computer science. Fosters the use of technology as an educational tool to improve the technical literacy of the adolescent.

Hours 3.0
Credits 3.0
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72900 - Methods II: Intensive study of Teaching Diverse Learners in Computer Science Grades 7-12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population emerging state and professional standards-based curriculum in computer science. Innovative uses of technology, development of instructional units, individualizing for a diverse population of students, and strategies for managing problem behavior will be emphasized throughout the course.
SED C 73600 - Curriculum Design for Computer Science (KC)

This course will prepare candidate teachers to design complete units of study ranging from standalone class units to complete courses to a sequence of courses. Candidates will learn to build developmentally appropriate materials by looking at curriculum from top down and bottom up perspectives as well as how computer science fits within an adolescent's full education.

Candidates will also be required to complete fifty hours of fieldwork. Most of these hours would be at the candidates grade level (high school, primary school, etc.) but will include an experience in levels K-6 and 7-12 to align with state regulations. Fieldwork will be under the supervision of a Hunter College faculty member and a certified teacher in New York City schools selected by the college.

SED C 75900 - Student Teaching for Computer Science (KC)

Teacher candidates complete 60 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member and a certified teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 71900 and SEDC 72900

SED F 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

SED F 70400 - Adolescent Development, Grades 7–12
The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

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

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

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

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500*
*coreq: One of the following must be a Co-req:

- SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab,*
*Credits 2 cr*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308*
*prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100*
Courses for the Advanced Certificate

**CSCI 70300 - Data Structures in a high level language**

This course will provide aspiring and practicing teachers with a deeper knowledge of computer science. Students will study data representation in computer systems and data abstraction techniques. Topics covered include static and dynamic storage methods, lists, stacks, queues, trees, recursion and analysis of algorithms and their applications relevant in a classroom setting.

*prereq: CSCI 70900*
*Hours 3*
*Credits 3*

**CSCI 70700 - Modern Topics and Concepts in Computer Science**

This course will provide aspiring and practicing teachers with base knowledge in a number of the most important disciplines in computer science. Students will study and create working systems using a variety of tools, techniques, and technologies. Sample topics include functional programming, data mining, computer graphics, and artificial intelligence.

*prereq: CSCI 70300*
*Hours 3*
*Credits 3*

**CSCI 70900 - Programming in high level language**

Programming in a high level language introduces students to computer programming and goes well beyond an introductory class. The course will provide an overview of a language such as Java language and dive into important programming concepts including object-oriented programming, inheritance, exception handling, debugging techniques and more.

*Hours 3 hrs.*
*Credits 3 cr.*

**CSCI 77800 - Ethics and Computer Science**

Ethical concerns are frequently ignored in technical fields but as a society we are discovering their immense importance. Algorithms can have unintended affects due to hidden bias, security and privacy can be affected negatively when decisions are made for technical merit or user convenience, and social networks have resulted in issues ranging from fake news to echo chambers and more. In this course, we will explore ethical issues in computer science through a combination of programming assignments, case studies and discussions of current events.

*prereq or coreq: CSCI 70300*
*Hours 3 hrs*
*Credits 3 cr.*
Take Either:

**SEDC 71900 - Methods 1: Advanced Study of Secondary Learning Environments for Teaching Computer Science (KC)**

Examines the interrelationship between the educational environment and the adolescent's learning of computer science. Teacher candidates study the basics of classroom management in the teaching of computer science as they explore the content and implementation of proposed national, New York State, and New York City standards for computer science. Fosters the use of technology as an educational tool to improve the technical literacy of the adolescent.

*Hours 3.0  
Credits 3.0  
This Key Course requires a grade of B or better.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

- or -

**SEDC 72900 - Methods II: Intensive study of Teaching Diverse Learners in Computer Science Grades 7-12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population emerging state and professional standards-based curriculum in computer science. Innovative uses of technology, development of instructional units, individualizing for a diverse population of students, and strategies for managing problem behavior will be emphasized throughout the course.

*Hours 3.0  
Credits 3.0  
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SEDC 73600 - Curriculum Design for Computer Science (KC)**

This course will prepare candidate teachers to design complete units of study ranging from standalone class units to complete courses to a sequence of courses. Candidates will learn to build developmentally appropriate materials by looking at curriculum from top down and bottom up perspectives as well as how computer science fits within an adolescent's full education. Candidates will also be required to complete fifty hours of fieldwork. Most of these hours would be at the candidates grade level (high school, primary school, etc.) but will include an experience in levels K-6 and 7-12 to align with state regulations. Fieldwork will be under the supervision of a Hunter College faculty member and a certified teacher in New York City schools selected by the college.

*Hours 3*
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Deaf and Hard-of-Hearing - MSEd

Program Coordinator

The School of Education offers graduate programs that prepare students to become teachers of the Deaf and Hard of Hearing. Graduates of the Deaf and Hard of Hearing program typically become itinerant or classroom teachers for students who are deaf and hard of hearing with a wide range of hearing levels and communication modality, both signed and oral.

The master's degree in Deaf and Hard of Hearing offers two programs. Program 1 (Academic Plan: DEAFN-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and deaf and hard of hearing. Program 2 (Academic Plan: DEAFW-MSED) is for those who hold NYS certification and leads to single certification in deaf and hard of hearing.

Admission Requirements

Program 1

For applicants who do not hold NYS certification in Childhood Education

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5; plus
   A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold Early Childhood, Childhood, PreK-Grade 6, Middle Childhood or Adolescent Education NYS certification
1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5; plus
2. NYS initial, professional, or permanent certification in Early Childhood, Childhood, PreK-grade 6, Middle Childhood or Adolescent Education. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 715, a 1-credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: DEAFN-MSED
- Program 2: DEAFW-MSED

Total Credits

- DEAFN-MSED: 43-55
- DEAFW-MSED: 33-39

Courses for Programs 1 and 2

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

Hours 3 hrs
Credits 3 cr
**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000  
Hours 45 hours; includes 10 hrs of field experience  
Credits 3*

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

*prereq or coreq: SPED 70000  
Hours 45 hours; includes 15 hrs of field experience  
Credits 3*

**SPED 70700 - Research Seminar: Issues in Special Education (KC)**

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

*Hours 45 hrs,  
Credits 3 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 72000 - American Sign Language I**

An intensive first course in American Sign Language (ASL), designed to establish a foundation of ASL communicative competence. Emphasizes ASL grammar, vocabulary, receptive and expressive skills, fingerspelling, numbers, and spatial and pronominal reference.

*prereq or coreq: SPED 70000  
Hours Includes 10 hrs of field experience, 90 hrs lab,  
Credits 3 cr*

**SPED 72100 - American Sign Language II**

This intensive course continues material covered in SPED 720. Emphasizes increased communicative competence in ASL, as well as grammar, vocabulary, and receptive and expressive skills.
**SPED 72200 - The Study of ASL Educational Linguistics**

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. Differences are highlighted between ASL and English linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course.

**SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing**

History of theory, practice and conceptualizations in the education of students who are deaf and hard-of-hearing. The study of language acquisition (English and ASL), bilingualism, and learning English as a second language in hearing and deaf children. Linguistic understanding and analysis of the components of language proficiency. Educational settings, issues of inclusion, and use of technology.

**SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of-Hearing: Methods 1**

Theoretical and practical aspects of deaf children's receptive and expressive language use. Instructional procedures used to facilitate language acquisition in deaf and hard-of-hearing children and their learning to read and write. Assessment, instructional procedures, specific remediation techniques, and technology supports.

**SPED 73300 - Math and Across-the-Curriculum Adaptations for Students who are Deaf and Hard-of-Hearing: Methods 2**

Methods for assessing and teaching deaf and hard-of-hearing students in mathematics, science, social studies, other content areas, and time/space organization. Focus on math concept development and compensations; reading/writing and the arts across the curriculum; and organizational strategies for school, home and life.
prereq: (immediate preceding semester) SPED 73100
prereq or coreq: SPED 70000
Hours Includes 15 hrs of field experience
Credits 3 credits
Spring only

SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing

Psycho-acoustic aspects of speech sounds and their relationship to speech acquisition in hearing and deaf children. Effects of various degrees of hearing loss on speech acquisition; sense modalities in speech production; typical voice and speech errors in deaf and hard-of-hearing children; methods, procedures, materials, and technology used for speech development and remediation; inclusion of deaf and hard-of-hearing students.

prereq or coreq: SPED 70000
Hours Includes 5 hrs of field experience
Credits 3

SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing

Principles and methods of teaching speech and auditory training. Methods, procedures and materials used in development of oral communication, supports for inclusive settings and use of technology.

prereq or coreq: SPED 70000
Hours Includes 5 hrs of field experience
Credits 3 credits

- Take either -

SPED 73700 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 12 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills prerequisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,
Credits 4 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
- Or two of the following (must include two different grade levels) -

**SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6 (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

*prereq or coreq: SPED 721, SPED 733  
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,  
Credits 2 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12 (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

*prereq or coreq: SPED 721, SPED 733  
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,  
Credits 2 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

*prereq or coreq: SPED 72100, SPED 73300  
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,  
Credits 2*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.
SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73762 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 5-9 (KC)

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73763 - Supervised Practicum: Deaf and Hard-of-Hearing, Grade 7–12 (KC)

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 7300, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Additional Courses for Program 1
Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

**CEDF 70900 - Child Development Grades 1-6**

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

*Hours includes 5 hrs of field work*

*Credits 3*

**CEDC 70350 - Teaching Science in the Elementary School**

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

*prereq or coreq: CEDF 70900*

*Credits 3*

**CEDC 70450 - Teaching Developmental Reading**

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

*prereq or coreq: CEDF 70900*

*Hours includes 10 hrs of fieldwork*

*Credits 3*

**CEDC 70550 - Mathematics Curriculum and Methods**

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

*prereq or coreq: CEDF 70900*

*Hours includes 10 hrs of fieldwork*

*Credits 3*

**CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology**
For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,
Credits 2

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900, CEDC 70450 and 70550

Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
   - and either -
   - an original written research proposal
   - or -
   - a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.
Early Childhood Development and Learning: Diverse Children and Families - MSEd

Program Coordinator

Bonnie Keilty
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929 West Building
bkeilty@hunter.cuny.edu

These graduate programs prepare students to support infants, toddlers, preschoolers and early elementary children in inclusive, integrated, and self-contained classrooms, as well as homes and communities.

We offer two programs:

- Program 1 (Academic Plan: SENB2-MSED) leads to dual certification: early childhood and students with disabilities birth to grade 2, for those with no NYS certification or NYS certification in an area other than early childhood education.
- Program 2 (Academic Plan: SEWB2-MSED) leads to single certification in students with disabilities birth to grade 2, for those with NYS Early Childhood Education certification.

Admission Requirements

Program 1

For applicants who do not hold NYS certification in Early Childhood Education.

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

OR

1. Any NYS teacher certificate other than Early Childhood Education.
2. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

Program 2

For applicants who hold NYS certification in Early Childhood Education, Birth to Grade 2
1. A bachelor's degree from an accredited institution with a GPA of at least 3.0;  
or  
   A master's degree from an accredited institution with a GPA of at least 3.5.  
2. NYS certification in Early Childhood Education or PreK-Grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.  
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.  
2. No F in the first two semesters — students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.  
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.  
4. Key Course Performance Standards  
   o Students must receive a grade of at least a B in key program courses.  
   o Students who receive a grade of F or WU in key program courses may not continue in the program.  
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: SENB2-MSED  
- Program 2: SEWB2-MSED  

Total Credits

- SENB2-MSED: 42-54  
- SEWB2-MSED: 36

Courses for Programs 1 and 2

**SPEDE 76800 - Fostering Development in Young Children with Diverse Abilities: Historical, Political, and Inclusive Perspectives**

This course explores the variability of development in infants and young children, and related developmental promotion approaches, through a lens of cultural, linguistic, and ability diversity. Functional developmental competencies and the range of developmental consequences within specific diagnoses will be examined, including the implications for supporting learning and development in classrooms, homes, and communities. The evolution of laws, regulations, and inclusive practices to current early intervention and early childhood special education recommended practices will be situated within this developmental framework.

*prereq or coreq: ECF 700 (for Program 1 students only)*
SPEDE 76900 - Evaluation, Assessment, and Program Planning for Infants and Young Children with Special Needs (KC)

Developmentally appropriate and recommended practices for assessing the development and learning of young children from infancy through age 7 years (second grade) and identifying family strengths and supports. Application of tools, observations, and discussions with informed others to make decisions in screening, evaluation and program planning will be explored within a transdisciplinary team. Students must receive a grade of B or better.

prereq or coreq: ECF 700 and ECC 703 (for Program 1 students only); and SPEDE 768

SPEDE 77000 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods. Students must receive a grade of B or better.

prereq or coreq: SPEDE 76800 and SPEDE 76900; OR SPED 70000 and SPED 79000; OR SPED 70050 and SPED 79000

SPEDE 77100 - Autism Spectrum Disorder: Characteristics and Implications for Intervention

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

prereq or coreq: SPEDE 770

SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs
The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

prereq: SPEDE 768 OR SPED 700

*Hours* Includes 5 hrs of field experience

*Credits* 3 cr


This yearlong course focuses on the significant influence of the family in early childhood learning and development and evidence-based strategies for creating and sustaining effective family-professional partnerships to optimize family and child outcomes in classroom, home, and community settings. The developmental process of parenting, family capacity-building approaches, and convergence of family and professional expertise to promote child learning and development will be examined across diverse cultures, languages, abilities, settings, and urban contexts.

prereq or coreq: SPEDE 770

*Hours* 3.0 (YL)

*Credits* 3.0 (YL)

Includes 5 hrs field experience.

This is a yearlong course.

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)**

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.

prereq: SPEDE 77000 and SPEDE 77200 (for all programs); and ECC 70400 or ECC 70900 (for Program 1 students only)

*Hours* 3 hrs: includes 5 hrs field experience

*Credits* 3 cr

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**SPEDE 77600 - Introductory Field Experience in Early Childhood Special Education (KC)**

Preparatory experience in a program supporting young children with diverse abilities; emphasis on what it means to be an early intervention/early childhood special education professional; One field placement of 10 days in a Kindergarten or Grade 1 or 2 setting.
prereq: ECC 71200 (for Program 1 students only)
prereq or coreq: SPEDE 77000
Hours 2 hrs.
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPDE 70700 - Research Seminar: Issues in Early Intervention and Early Childhood Special Education**

Integration of theory, research and practice as related to the field of early childhood special education. Focus is on researching and applying evidence-based practices with fidelity across individuals and environments.

prereq or coreq: SPEDE 778.10 OR SPEDE 779.10
Hours 3 for 5 weeks
Credits 1 cr.

**SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 10 hours of field experience, 45 hrs.
Credits 3 cr

**SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness**

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 15 hrs of field experience
Credits 3 cr

Take Either

**SPDE 77810 - Initial Student Teaching in Early Childhood Special Education (KC)**
First, full semester, supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.10 must also take either SPEDE 77820 or SPEDE SPEDE 77920 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting.)

prereq: SPEDE 77600

Hours 3 hrs. plus full semester of student teaching

Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77820 - Final Student Teaching in Early Childhood Special Education (KC)**

Second, full-semester, intensive supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.20 must have already taken either SPEDE 77810 or SPEDE 77910 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting.)

prereq: SPEDE 77400 and either SPEDE 77810 or SPEDE 77910

Hours 3 hrs. plus full semester of student teaching

Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Or

**SPEDE 77810: Initial Student Teaching in Early Childhood Special Education (3)**

**SPEDE 77920 - Final Practicum in Early Childhood Special Education (KC)**

Second intensive supervised experience designed as a practicum at the candidate's job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.20 must have already taken SPEDE 77810 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

prereq: SPEDE 77400 and SPEDE 77810

Hours 3 hrs. plus full semester of practicum experience in worksite

Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Or
SPEDE 77910 - Initial Practicum in Early Childhood Special Education (KC)

First intensive supervised experience designed as a practicum at the candidate's job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.10 must also take SPEDE 77820 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

prereq: SPEDE 77600  
Hours 3 hrs plus full semester of practicum experience in worksite  
Credits 3 cr.

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

SPEDE 77820: Final Student Teaching in Early Childhood Special Education

Or

SPEDE 77910: Initial Practicum in Early Childhood Special Education

SPEDE 77800 - Student Teaching in Early Childhood Special Education (KC)

Supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and an abbreviated field experience. (Note that students who take SPEDE 77800 must also take SPEDE 77900 in addition to either SPEDE 77910 or SPEDE 77920 and the placement for SPEDE 77800 must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2 – than SPEDE 779. One semester of SPEDE 778 or SPEDE 779 must be in a PreK setting.)

prereq: SPEDE 77600, ECC 71200  
prereq or coreq: SPEDE 77100  
Hours 1.0  
Credits 1.0  
(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

30 hrs seminar plus 30 days student teaching

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPEDE 77900 - Practicum in Early Childhood Special Education (KC)

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

prereq: SPEDE 77600, ECC 71200
prereq or coreq: SPEDE 77100
Hours 30 hrs seminar plus conferences,
Credits 2
(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth–five], Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Or

SPEDE 77800: Student Teaching in Early Childhood Special Education
SPEDE 77900: Practicum in Early Childhood Special Education
SPEDE 77920 Final Practicum in Early Childhood Special Education

Additional Courses for Program 1

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels
Credits 3

**ECC 70400 - Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3

**ECC 70700 - Language and Literacy: English Language Learners**

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

coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs
Credits 1
ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

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

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

**prereq:** ECC 70300
**Hours** 15 hrs of seminar plus 50 hrs in the field
**Credits** 1

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

**Hours** 45 hrs
**Credits** 3

ECF 70000 - Child Development: Birth to Age Eight

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

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

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.
Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily in the development of a comprehensive teaching portfolio (partial requirements of SPEDE 77820 and SPEDE 77920). The portfolio must demonstrate competence in assessment, program planning, intervention, and progress monitoring, as well as reflective practices.
4. Complete the Dignity for All Students Act (DASA) workshop.

Early Childhood Development and Learning: Diverse Children and Families with Annotation in Severe/Multiple Disabilities

Program Coordinator

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Graduates from the severe/multiple disabilities program (ECSB2-MSED) will be able to serve in such roles as specialized teachers of learners with severe disabilities, including deafblindness; inclusion support providers; and as collaborative team teachers with general education teachers in public and private schools, private agencies, hospitals and clinics. This program also leads to an extension annotation certificate in Severe/Multiple Disabilities.

This program offers three tracks (or subplans):

- Track 1 (Subplan: ECSMDLNYS) is a dual certification track for those with no NYS certification.
- Track 2 (Subplan: ECSMDANYSM) is for those with any other NYS certification.
- Track 3 (Subplan: ECSMDANYSC) is for those with Early Childhood Education certification.

Admission Requirements

Track 1

For applicants who do not hold NYS certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Track 2**

For applicants who hold NYS certification in an area other than Early Childhood

1. Any New York State teacher certificate other than Early Childhood Education.
2. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Track 3**

For applicants who hold NYS certification in Early Childhood Education

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. New York State initial/permanent teacher certification in Early Childhood or PreK-Grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plan**

**ECSB2-MSED**
Subplans

- TRACK 1: ECSMDLNYS C
- TRACK 2: ECSMDANYSM
- TRACK 3: ECSMDANYSC

Total Credits

- ECSMDLNYS C: 53-60
- ECSMDANYSM: 42-46
- ECSMDANYSC: 42

Courses for Tracks 1, 2 and 3

**SPED 70000 - Issues and Practices in Educating Students with Disabilities**

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

*Hours 45 hours; includes 5 hours of field experience
Credits 3*

**SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100
Hours (includes 10 hours of field experience),
Credits 3 cr*

**SPED 70700 - Research Seminar: Issues in Special Education (KC)**

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

*Hours 45 hrs,
Credits 3 cr*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SPED 74600 - Educational Implications of Learners Who Are Deafblind**
Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

prereq: SPED 70000, SPED 79000 or SPED 74100
Hours Includes 10 hrs of field experience
Credits 3

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.

prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

prereq or coreq: SPED 70000, SPED 79000
Hours Includes 15 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.
**prereq or coreq: SPED 70000 or SPEDE 76800**

*Hours Includes 15 hrs of field experience*

*Credits 3 cr*

**SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities**

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

**prereq: SPED 70000**

*Hours includes 10 hrs of field experience, 30 hrs*

*Credits 2 cr*

**SPED 77000 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)**

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods. Students must receive a grade of B or better.

**prereq or coreq: SPEDE 76800 and SPEDE 76900; OR SPED 70000 and SPEDE 79000; OR SPED 70050 and SPEDE 79000**

*Hours Includes 15 hrs field experience, 3*

*Credits 3*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**SPED 77100 - Autism Spectrum Disorder: Characteristics and Implications for Intervention**

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

**prereq or coreq: SPEDE 770**

*Hours Includes 5 hrs of field experience*

*Credits 3 cr*

**SPED 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs**

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

**prereq: SPEDE 768 OR SPED 700**
SPEDE 77300 - Families, Parenting, and Family-Professional Partnerships: Theories, Research, and Practices (KC)

This yearlong course focuses on the significant influence of the family in early childhood learning and development and evidence-based strategies for creating and sustaining effective family-professional partnerships to optimize family and child outcomes in classroom, home, and community settings. The developmental process of parenting, family capacity-building approaches, and convergence of family and professional expertise to promote child learning and development will be examined across diverse cultures, languages, abilities, settings, and urban contexts.

Prereq or coreq: SPEDE 770
Hours 3.0 (YL)
Credits 3.0 (YL)
Includes 5 hrs field experience.

This is a yearlong course.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.

Prereq: SPEDE 77000 and SPEDE 77200 (for all programs); and ECC 70400 or ECC 70900 (for Program 1 students only)
Hours 3 hrs: includes 5 hrs field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And -

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.
prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences
Credits 2
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)
Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar plus 36 days student teaching K-2), plus conferences
Credits 2
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- plus -

SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)
Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, pre-K), plus conferences
Credits 2 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

SPEDE 79553 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)
Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.
prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, K-2), plus conferences
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Additional Courses for Track 1

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

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

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels
Credits 3*

**ECC 70600 - Language and Literacy: K through Grade 2**

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

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

**ECC 70700 - Language and Literacy: English Language Learners**

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

*coreq: ECC 70400
prereq or coreq: 70500 or 70600*
ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

**prereq or coreq:** ECC 70300

**Hours 45 hrs**

**Credits 3**

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

**prereq:** ECC 70300

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

**Credits 1**

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

**Hours 45 hrs**

**Credits 3**

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

**Hours 15 hrs**

**Credits 1 cr**

Additional Courses for Track 2
ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

**prereq or coreq:** ECF 70000  
**Hours** 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels  
**Credits** 3

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

**prereq:** ECC 70300  
**Hours** 15 hrs of seminar plus 50 hrs in the field  
**Credits** 1

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

Exit Requirements

1. An overall GPA of 3.0.
2. Tracks 2 and 3 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):
   - a comprehensive research-based oral presentation on a current special education issue
   - and either -
   - an original written research proposal
   - or -
   - a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

Early Childhood Education, Birth through Grade 2 - MSEd

This program (Academic Plan: ECEB2-MSED) leads to NYS certification in Early Childhood Education. It is recognized by the National Association for the Education of Young Children (NAEYC) and prepares candidates for teaching in a variety of educational settings within the birth to grade 2 levels. This program is not designed for those who already have NYS certification in Early Childhood Education.
ECEB2-MSED has two tracks (or subplans). Track 1 (Subplan: ECEB2LNYSC) is for applicants with no prior NYS certificate. Track 2 (Subplan: ECEB2ANYSC) is for applicants who have prior NYS certificate.

**Admission Requirements**

**Track 1**

For applicants who do not hold New York State Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. A personal statement.
5. Two letters of recommendation.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Track 2**

For applicants who hold NYS certification in Childhood Education, Common Branches PreK- Grade 6, Childhood or Early Childhood Special Education, or TESOL

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. NYS initial, professional, or permanent certification in Childhood Education, Pre-K-Grade 6, Students with Disabilities Birth to Grade 2 or Grades 1-6, or TESOL.
3. A personal statement.
4. Two letters of recommendation.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.
Course of Study

Academic Plan

ECEB2-MSED

Subplans

- Track 1: ECEB2LNYSC
- Track 2: ECEB2ANYSC

Total Credits

- ECEB2LNYSC: 36-42
- ECEB2ANYSC: 30-35

Courses for Tracks 1 and 2

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

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

*Credits 3*

**ECF 70100 - Social and Historical Contexts of Early Childhood Education**

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours 45 hrs*

*Credits 3*

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

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

*prereq: ECF 70000*

*Hours 45 hrs*

*Credits 3*

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**
Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

prereq or coreq: ECF 70000  
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels  
Credits 3

**ECC 70700 - Language and Literacy: English Language Learners**

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

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

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

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

prereq: ECC 70300  
prereq or coreq: ECF 70200  
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels  
Credits 3

**ECC 71300 - The Expressive Arts in Early Childhood**

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

Hours 45 hrs  
Credits 3

**ECC 71400 - Health, Safety and Nutrition in Early Childhood**

This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

prereq or coreq: ECF 70000  
Hours 45 hrs  
Credits 3
**ECC 71500 - Educational Technology in Early Childhood**

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

*Hours 15 hrs,*

*Credits 1 cr*

**ECC 72000 - Integrative Seminar in Early Childhood Education**

Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

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

*Credits 3*

- Take Either -

**ECC 71600 - Student Teaching in Early Childhood Settings (KC)**

A full semester of student teaching in one of the required age/grade levels (Pre-K, K, grades 1-2) that supplement pre-student teaching field experience (Birth-3, preK-2).

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

*Hours 30 hrs of seminar plus 60 days of student teaching*

*Credits 3*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

- Or -

**ECC 71700 - Supervised Practicum in Early Childhood (KC)**

This course has two key components: (1) A full semester of practicum in Pre- K, K, or grades 1-2 and (2) biweekly seminar (30 hours). It builds on prior coursework and field experiences by providing guidance and reflective discussion that allow teacher candidates to enhance their teaching skills in early childhood education settings. Specific information regarding professional issues, ethical behaviors, and child advocacy is provided and reviewed. In addition, this course will align the practicum experience with the expectations of the edTPA in order to support teacher candidates with the preparation and submission of their portfolios.

*prereq: ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200*

*Hours Bi-weekly seminar (30 hrs)*
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

**ECC 71800 - Early Childhood Student Teaching (KC)**

This is a college supervised experience and is offered during the regular academic year and in the summer to facilitate the opportunity for practice at a different age/grade level than ECC 71700. This course has two key components: (1) a minimum of 30-days of student teaching in Pre-K, or grades 1-2 and; (2) biweekly seminar (15 hours).

**prereq:** ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200

**Hours** Bi-weekly seminar (15 hrs)

**Credits 1**

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**Additional Courses for Track 1**

**ECC 70500 - Language and Literacy: Birth through Kindergarten**

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

**prereq or coreq:** ECF 70000

**Hours** 45 hrs

**Credits 3**

**ECC 70600 - Language and Literacy: K through Grade 2**

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

**prereq or coreq:** ECC 70500 (early childhood students only)

**Hours** 45 hrs

**Credits 3**

**ECC 71000 - Early Childhood Mathematics: Birth through Grade 2**
Theories and research that focus on the relationship between children's development and learning of mathematical concepts and skills. Appropriate mathematics activities for children from birth to second grade and ways of assessing mathematical learning in diverse infant, toddler, preschool, and grade K-2 settings. (Required in Program 1.)

prereq or coreq: ECC 70300
Hours 45 hrs
Credits 3

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

Theories and research of scientific thinking in young children; the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Ways of assessing science learning in infant, toddler, preschool, and grade K–2 settings. (Required in Program 1.)

prereq or coreq: ECC 70300
Hours 45 hrs
Credits 3

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

prereq: ECC 70300
Hours 15 hrs of seminar plus 50 hrs in the field
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Additional Courses for Track 2

ECC 70400 - Language and Literacy: Birth through Grade 2

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3

ECC 709000 - Mathematical and Scientific Thinking in Early Childhood
Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

**prereq or coreq:** ECC 70300

**Hours** 45 hrs

**Credits** 3

**Note(s)**

Please note: Students who qualify for waivers may take ECC 719.51, .52, .53 (Special Topics in Early Childhood Education, 1, 2 and 3 credits), or a course in another program with permission of the Early Childhood Program coordinator. Students may be exempted from up to 6 credits (Track 1) or 5 credits (Track 2) based on prior equivalent course work.

**Exit Requirements**

1. An overall GPA of 3.0.
2. Track 2 students must maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

**Educational Leadership: SBL/SDL - MSEd**

This master's degree program (Academic Plan: SDL-MSED) is designed to prepare NYS certified teachers for roles in administration and supervision of preK-grade 12 educational settings. Graduates of this program are eligible for NYS certification in both School Building Leader and School District Leader.

**Admission Requirements**

1. A master's degree from an accredited institution with a GPA of at least 3.0.
2. Permanent or professional NYS certification as a teacher and/or pupil personnel service provider within grades PreK-12.
3. A minimum of three years of approved teaching and/or school service within grades PreK-12 under regular appointment (or its equivalent for counselors, social workers, and school psychologists) or two years approved teaching and/or school service and at least one year of relevant management/leadership experience.
4. Two letters of recommendation, including a letter of support from the candidate's immediate site supervisor.
5. An on-site interview process that includes both oral and written activities.
6. Submission of official score report on the Graduate Record Examination (GRE).

**Progress Standards**

1. Complete and pass comprehensive examination prior to enrollment into ADSUP 75100, the internship seminar.
2. Students must complete all Key Assessments built around accepted professional standards in the field of Education Leadership.
Course of Study

Academic Plan

SDL-MSED

Total Credits

32

**ADSUP 70400 - Leadership to Enhance Human Resources**

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

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

*Credits 4*

**ADSUP 71500 - Supervision for the Improvement of Instruction**

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

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

*Credits 4*

**ADSUP 71600 - Leadership Strategies for School Reform**

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

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

*Credits 4*

**ADSUP 71700 - Seminar in Evaluating and Applying Educational Research**

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.
Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work  
Credits 4

**ADSUP 72100 - Legal Issues, Finance, Facilities and Operations**

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

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

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

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

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

**ADSUP 74100 - School District Leadership: Problems and Issues**

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

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

- ADSUP 75110 - School and District-Based Experience Seminar in Administration Supervision I
- ADSUP 75120 - School and District-Based Experience Seminar in Administration Supervision II

**ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision (KC)**

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

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

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certificate.
3. Require a minimum of two academic years of full-time graduate level study.
4. The culminating experiences of the program consist of an oral exit interview and a program portfolio review of selected leadership experiences and reflections on the learning process.
5. Must pass the School of Education technology assessment, embedded in courses.
6. Pass both parts of the NYSTCE School District Leader (SDL) exam.
7. Pass the NYSTCE Educating All Students (EAS) exam.
8. Complete the Dignity for All Students Act (DASA) workshop.

Elementary Mathematics Specialist Professional Certificate - MSEd

This MSEd program (Academic Plan: EMTSP-MSED) will provide certified elementary school teachers a substantial background in mathematics, pedagogy and leadership giving them the knowledge and skills necessary to be an effective professional development facilitator, coach, cluster teacher, and mentor. For those with Initial NYS Certification, this program will fulfill the master's degree requirement for Professional Certification. The New York State Education Department (NYSED) requires all certified teachers to obtain a master's degree within their first five years of teaching.

Admissions Requirements

1. A bachelor's degree from an accredited institution with an overall GPA of at least 3.0. Students with a master's degree must have an overall GPA of at least 3.3 in their graduate coursework.
2. NYS certification in Childhood Education Grades 1-6.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
4. Preference will be given to candidates with teaching experience in grades 1-6.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
Students who receive a grade of F or WU in key program courses may not continue in the program.

Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

EMTSP-MSED

Total Credits

33

Entering students are expected to have college credit for at least two mathematics courses equivalent to Hunter's MATH 10400 and MATH 10500. If they do not have those courses, they will be conditioned in them and expected to complete the courses before taking other coursework in the program.

CEDC 74000 - Contemporary Mathematics in the Elementary School

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

Hours 45 hrs.
Credits 3

CEDC 74300 - Research Seminar in Mathematics/Science Education

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

Hours 45 hrs
Credits 3

CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

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

prereq: all program courses except CEDC 74200 and CEDC 74300

Hours 45 hrs
Credits 3

CEDC 74700 - Number Theory and Algebra in Elementary Curriculum

A study of the underpinnings of Number Theory and Algebra and the role they play in curriculum, teaching and student learning. This course gives participants a deeper understanding of algebra and how students learn transition from arithmetic to algebraic reasoning.
CEDC 74800 - Geometry and Measurement in the Elementary

A study of the underpinnings of Geometry and Measurement and the role they play in curriculum, teaching, and supporting student learning. Topics in Geometry and Measurement are important concepts at the elementary school level and this course gives participants a deeper background in these two areas. Additionally, pedagogical practices important in these areas will be examined as well as a deep study of how students develop these concepts through curriculum, representations, manipulatives, and pedagogical practices will be discussed.

CEDC 74900 - Leadership in Elementary School Mathematics

A study of mathematics leadership and the development of mentors, coaches, and leaders of professional development.

MATH 61000 - Mathematics for the Elementary School from an Advanced Standpoint

Study, from an advanced standpoint, of the mathematics involved in the elementary school common core, with special focus on Numbers and Quantities; Algebra and Change. Open only to Teacher Education Program students.

STAT 61200 - Discrete Probability

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

- Plus choose two (2) -

Substitutions in this category can be made with consent of the adviser
MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical context.

prereq: departmental permission
Hours 3
Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.

prereq: none
Hours 3
Credits 3

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

prereq: a course in multivariate calculus and a course in linear algebra
Hours 3 hrs.
Credits 3 cr.
Familiarity with MAPLE or MATHEMATICA encouraged

- And choose one (1) -

STAT 61300 - An Introduction to Statistics

An Introduction to statistics and statistical computing. Hands-on data analysis. Graphical inference. The five number summary, box plots, scatterplots, normal probability plots. Elementary probability. Statistical estimation and hypothesis testing. Linear regression. Students are expected to analyze real data sets and write reports. Data analysis uses appropriate statistical software. This course is intended for teachers.

Hours 3 hrs.
Credits 3 cr.

STAT 61400 - Data Analysis Using Statistical Software

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.
Hours 3 hrs.
Credits 3 cr.
Note:

If a student has already taken a course with content comparable to a course in the program, documented by college catalog description, and the student attained a grade of B or better in the course as documented by an official college transcript, then the student will be allowed to choose a course approved by the program adviser as a substitute for the existing program course.

Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

Literacy Education: Birth - Grade 6 - MSED

This master's degree program (Academic Plan: LTYB6-MSED) is designed for teachers with NYS certification in Early Childhood or Childhood Education to become teachers of literacy and reading at the Early Childhood and elementary grade levels. This program leads to certification in Literacy Birth to Grade 6.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. NYS initial, professional, or permanent certification in Early Childhood Education, Childhood Education, Pre K-Grade 6, TESOL or Special Education.
3. A letter of recommendation from a supervisor as one of the two letters of recommendation.
4. On-site writing sample after the application is reviewed.
5. On-site interview after the application is reviewed.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.
Course of Study

Academic Plan

LTYB6-MSED

Total Credits

31-37

ECC 70400 - Language and Literacy: Birth through Grade 2

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

Prereq or coreq: ECF 70000

Hours 45 hrs

Credits 3

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

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

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

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

Credits 3 cr

EDLIT 73100 - Literacy Assessment: Birth–Grade 6 (KC)

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards.

Prereq or coreq: ECC 70400 and EDLIT 73500

Hours 45 hrs and 15 hrs in the field assessing diverse learners

Credits 3 cr

This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 73200 - Children's Literature
Exposure to the breadth, depth, and utilization of children's literature and its role in children's development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined.

*Hours Includes 5 hrs in a classroom-based dramatic demonstration
Credits 3 cr*

**EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6**

Development and assessment of writing skills including analysis of techniques and environments that foster writing development in all children (ESL, gifted, special needs). State writing standards and technology are integrated.

*Hours Includes 15 hours in the field observing and analyzing writing development
Credits 3 cr*

**EDLIT 73400 - Literacies within the Disciplines: K–Grade 6**

Exploration into the literacy demands inherent in the academic subjects of math, science, health education and social studies, as well as media, technology and the arts.

*prereq or coreq: ECC 70400 and EDLIT 73500
Hours Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy
Credits 3 cr*

**EDLIT 73500 - Survey of Instructional Approaches in Literacy Education: Grades K-12**

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

*Hours Includes 5 hours fieldwork
Credits 3 cr*

**EDLIT 73600 - Practicum in Literacy Assessment (KC)**

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for assessing literacy achievement and related language skills.

*prereq: EDLIT 73100
Hours Includes 15 hours of diagnosis, under supervision, of students with reading difficulties
Credits 3 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
EDLIT 73700 - Practicum in Literacy Intervention (KC)

Theoretical and practical consideration and procedures in the instruction of students with literacy difficulties.

prereq: EDLIT 73600
Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 73900 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Pre-K-6

Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in early childhood and childhood settings, with emphasis on students with special needs.

prereq or coreq: None
Hours 3 (includes 15 hours fieldwork)
Credits 3

EDLIT 74000 - Leadership in Literacy (KC)

Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master's in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.

prereq: EDLIT 74500; minimum of 27 credits in the literacy program
Hours 45 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 74200 - Practicum in Literacy (KC)

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.

prereq: Pre-requisite EDLIT 73100
Hours 15 hr seminar plus 50 hrs in the field,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDLIT 74500 - Literacy Research for Change**

This course aims at learning to understand and use research methodologies in literacy education—qualitative, quantitative, and mixed methods. The culminating project is a comprehensive literature review in an area of literacy education, which will lead to a staff development project in the final course, EDLIT 74000, Leadership in Literacy. Course participants will not only become informed consumers of literacy research but also teacher researchers advocating for diverse, urban student populations.

*prereq: EDLIT 73100 or EDLIT 75600
Hours 45
Credits 3*

Note: Students may be exempted from up to 6 credits on the basis of prior or equivalent coursework.

**Exit Requirements**

1. Overall GPA of 3.0 or better.
2. Maintain a valid and appropriate NYS certification.
3. An “achieved the standard” rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
4. A grade of B or better in literacy courses EDLIT 736, EDLIT 737, EDLIT 742, and EDLIT 740.
5. Complete the Dignity for All Students Act (DASA) workshop.

**Literacy Education: Grades 5-12 - MSEd**

This master's program (Academic Plan: AL512-MSED) is designed for teachers with NYS certification in Middle Childhood (grades 5-9) and adolescent (grades 7-12) content teachers to become teachers of literacy and reading at the middle and secondary school levels. This program leads to certification in Literacy Grades 5-12.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or master's degree with a GPA of at least 3.5.
2. NYS initial, professional, or permanent certification as a Middle Childhood (5-9) or Adolescent (7-12) content teacher.
3. On-site writing sample after the application is reviewed.
4. A letter of recommendation from a supervisor.
5. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan
AI512-MSED

Total Credits
31

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners’ needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

*prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500
Hours includes 10 hrs in the field analyzing language use of ESL learners
Credits 3 cr

EDLIT 73500 - Survey of Instructional Approaches in Literacy Education: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

*Hours Includes 5 hours fieldwork
Credits 3 cr

EDLIT 74000 - Leadership in Literacy (KC)

Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master’s in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.
prereq: EDLIT 74500; minimum of 27 credits in the literacy program
Hours 45 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 74500 - Literacy Research for Change

This course aims at learning to understand and use research methodologies in literacy education—qualitative, quantitative and mixed methods. The culminating project is a comprehensive literature review in an area of literacy education, which will lead to a staff development project in the final course, EDLIT 74000, Leadership in Literacy. Course participants will not only become informed consumers of literacy research but also teacher researchers advocating for diverse, urban student populations.

prereq: EDLIT 73100 or EDLIT 75600
Hours 45
Credits 3

EDLIT 75200 - Practicum in Literacy (KC)

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.

prereq: Pre-requisite EDLIT 75600
Hours 15 hours in seminar and 50 hours of field experience
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 75300 - Methods of Teaching Writing: Grades 5-12

Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.

Hours includes 15 hours fieldwork
Credits 3

EDLIT 75400 - Literacies within the Disciplines: Grades 5-12

Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.

prereq: Pre-requisite EDLIT 73500 and EDLIT 75500
EDLIT 75500 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Grades 5-12

Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in secondary settings, with emphasis on students with special needs.

Hours 3 (includes 15 hours fieldwork)
Credits 3

EDLIT 75600 - Literacy Assessment: Grades 5-12 (KC)

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instruction planning and meeting NYS English Language Arts performance standards.

Prereq: 9 credits in the content core
Hours includes 15 hours in the field assessing diverse learners
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12 (KC)

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

Prereq: EDLIT 75600
Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The
English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

*prereq or coreq: SEDF 70400

*Hours 45 hrs,

*Credits 3 cr

**Exit Requirements**

1. An overall GPA of 3.0.
2. A grade of B or better in EDLIT 740 and EDLIT 756.
3. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
4. Maintain a valid and appropriate NYS certification.
5. Complete the Dignity for All Students Act (DASA) workshop.

**Mental Health Counseling - MSEd**

The Mental Health Counseling Program (Academic Plan: MENHC-MSED) prepares graduates to work as mental health counselors in hospital, agency and community settings as well as in private practice. This program leads to professional licensure in New York State; professional licensure is required to practice mental health counseling.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas.
3. Evidence of oral and written expression consonant with graduate-level study.
4. Recommendations from appropriate professional or academic references to aid in determining potential for work as a professional counselor.
5. Relevant work and/or volunteer experience is highly recommended.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
Course of Study

Academic Plan

MENHC-MSED

Total Credits

60

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs
Credits 3

COCO 70100 - Counseling Skills and Interviewing Techniques (KC)

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

Hours 45 hrs
Credits 3

COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

Hours 45 hrs
Credits 3

COCO 70600 - Group Counseling (KC)

Theory and principles of group counseling. Developing group-counseling skills through practice.
prereq: COCO 70100 and COCO 70200
Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**COCO 70700 - Multicultural Aspects of Counseling**

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

Hours 45 hrs
Credits 3

**COCO 70800 - Measurement and Appraisal**

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

Hours 45 hrs
Credits 3

**COCO 70900 - Research Methods in Counseling**

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

Hours 45 hrs
Credits 3

**COCO 71100 - Supervision and Administration in Counseling**

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

prereq: COCO 70600 and COCO 71800
Hours 45 hrs
Credits 3

**COCO 71200 - Career Counseling, Assessment and Placement**

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

Hours 60 hrs
Credits 4
COCO 71500 - Family Systems and Counseling Issues

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

Hours 45 hrs.
Credits 3 cr.

COUNM 71800 - Practicum in Mental Health Counseling (KC)

This course is designed for students to continue building the counseling skills and self-awareness developed in previous counseling program course work. This practicum provides students with a semester-long opportunity to begin gaining actual counseling experience at an agency/school while being supervised by an on-site supervisor. In conjunction with this course seminar and fieldwork hours, students also participate in individual, weekly supervision with a Hunter College instructor (COUNM 71900: Individual Supervision).

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COCO 70100 and COCO 70200
coreq: COUNM 71900
prereq or coreq: COCO 70000, COCO 70600, and COUNM 71600
Hours 3 + fieldwork
Credits 3.0

COUNM 71900 - Advanced Counseling Skills and Contemporary Issues

This clinical course is designed to improve basic counseling skills and provide training in advanced counseling skills. It also provides the opportunity to apply counseling skills and knowledge to address contemporary issues in mental health counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This course will allow students to apply theoretical knowledge and approaches to interventions, and assess their professional strengths and areas that need improvement. Under the supervision of the instructor, students will receive in-depth training to process their clinical skills and gain additional self-awareness. Students will also expand their conceptualization skills and understanding of appropriate counseling approaches and strategies.

prereq: COCO 70100 and COCO 70200
coreq: COUNM 71800
prereq or coreq: COCO 70000, COCO 70600, and COUNM 71600
Hours 3
Credits 3

COUNM 72500 - Internship in Mental Health Counseling I (KC)

This course and fieldwork is a continued experience in applying techniques of mental health counseling with selected populations in a variety of settings. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. This course is designed for students to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

prereq: COUNM 71800 and COUNM 71900
prereq or coreq: COUNM 71700
Hours 3 + clinical fieldwork
Credits 4.0

COUNM 72600 - Internship in Mental Health Counseling II (KC)

The second part of the mental health counseling internship follows COUNM 72500 Internship in Mental Health Counseling I. This course is designed for students to continue to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

prereq: COUNM 72500
Hours 3 + fieldwork
Credits 4.0

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

prereq or coreq: DSM-IV Workshop
Credits 3

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

Hours 45
Credits 3

COUNM 72000 - Mental Health Counseling: Program Development and Evaluation
The course focuses on the development and evaluation of mental health programs in culturally/linguistically diverse urban settings from program inception onward including assessment to insure quality services. The course covers federal, state and local governmental inpatient and outpatient mental health treatment services, not-for-profit organizations and community-based mental health service programs.

prereq or coreq: COUNM 71600 and COUNM 71700
Hours 45
Credits 3

Electives (Select One Course)

**COCO 71000 - Chemical Dependency: Issues in Counseling**

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

Hours 45 hrs
Credits 3

**COUNR 72000 - Medical Aspects of Disability**

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs
Credits 3

**COUNS 72100 - Counseling Interventions for Children and Adolescents**

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800
Hours 45
Credits 3

Exit Requirements

1. An overall GPA of 3.0.
2. Must complete all required workshops.

**Professional Certification in Special Education (Advanced Preparation) - MSEd**

Program Coordinator

Kate Garnett (Track 1: Learning Disabilities)
(212) 772-4749
This master's degree program (Academic Plan: SEAPR-MSED) is designed to provide advanced training to certified special education teachers who need graduate work leading to a master's degree for professional certification in special education. It is also designed for those with special education certification who are seeking to further their knowledge/skills and gain an additional age-level certificate (birth to grade 2 or grades 1-6).

This program offers three tracks:

- Learning Disabilities (SEAPRLD): Those seeking professional certification in Students with Disabilities Grades 1-6 with a concentration in Learning Disabilities.
- Behavior Disorders (SEAPRBD): Those seeking professional certification in Students with Disabilities Grades 1-6 with a concentration in Behavior Disorders.
- Early Childhood Special Education (SEAPRECSE): Those seeking professional certification in Students with Disabilities Birth to Grade 2.

Admission Requirements

1. NYS initial or professional certification in students with disabilities grades 1-6 or birth to grade 2 or NYS permanent certification in special education, K-12.
2. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree in special education (any age-level) with a GPA of at least 3.5.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
Course of Study

Academic Plan

SEAPR-MSED

Subplans

- LD Track: SEAPRLD
- BD Track: SEAPRBD
- ECSE Track: SEAPRECSE

Total Credits

30

Track 1 - Learning Disabilities

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities mild mental retardation from grades 1-6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. Advanced students must complete individually-tailored assignments.

Hours 45  
Credits 3

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab  
Credits 2

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45  
Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.
Hours 45
Credits 3

Plus

14 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly in mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Track 2 - Behavior Disorders

SPED 75051 - The Study of Behavior Disorders (KC)

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders (KC)

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word
recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

*Hours 45  
Credits 3*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. Advanced students must complete individually-tailored assignments.

*Hours 45  
Credits 3*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SPED 70151 - Advanced Preparation in Educational Assessment**

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

*Hours 45  
Credits 3*

**SPED 70751 - Advanced Seminar in Special Education Practice**

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

*Hours 45  
Credits 3*
Plus

12 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Track 3 - Early Childhood Special Education

**SPEDE 77151 - Autism Spectrum Disorder: Characteristics and Implications for Intervention**

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

*prereq: By permission

*Hours 3 hrs

*Credits 3 cr.*

**SPEDE 77251 - Positive Behavior Support (PBS) and Its Applications to Young Children with Special Needs**

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

*prereq: By permission

*Hours 3 hrs

*Credits 3 cr.*

**SPED 70751 - Advanced Seminar in Special Education Practice**

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

*Hours 45

*Credits 3*

**SPEDE 77951 - Practicum in Early Childhood Special Education (KC)**
Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

SPED 77051 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication. Advanced students must complete individually-tailored assignments.

Hours includes 15 hrs of field experience
Credits 3

- Or -

SPED 72350 - Math for Students with Disabilities (Non-LD Specialization)

Principles, methods, and specially designed mathematics instruction for students with disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr
SPED 72450 - Writing for Students with Disabilities (for those not in LD Specialization), Methods 3

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050

Hours 2 hrs
Credits 2 cr

SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

prereq: SPED 70000 or 70050

Hours 3 hrs: includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Plus

11-12 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity:
   A comprehensive research-based oral presentation on a current special education issue and either an original written research proposal or a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

School Counseling - MSEd
The School Counseling Program (Academic Plan: GSC-MSED) prepares graduates for careers in a variety of school settings, including elementary schools, middle schools, high schools and colleges. School counselors can also be employed by organizations that are not primarily educational, such as correctional facilities, hospitals, and a wide variety of community-based organizations. Students in this program may apply individually for the NYS provisional certification in School Counseling at the completion of 30 credits and a school based practicum experience. Recommendation for permanent certification is made after graduation. School counseling students fluent in Spanish and English have the option of obtaining NYS certification in Bilingual Education Extension for Pupil Personnel Services in addition to the School Counselor certification.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas
3. Evidence of oral and written expression consonant with graduate-level study.
4. Recommendations from appropriate professional or academic references to aid in determining potential for work as a professional counselor.
5. Meeting these minimum requirements does not guarantee acceptance to the program. Admission to the program is highly competitive, and each applicant's grade point average, counselor potential, and applicability of work and life experience are carefully considered.
6. Relevant work and/or volunteer experience is highly recommended.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

GSC-MSED

Total Credits

60

COCO 70000 - Life Stage Development
Analysis of developmental stages throughout the lifespan.

Hours 45 hrs
Credits 3

**COCO 70100 - Counseling Skills and Interviewing Techniques (KC)**

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**COCO 70200 - Theories of Counseling**

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

Hours 45 hrs
Credits 3

**COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education**

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

Hours 45 hrs
Credits 3

**COCO 70600 - Group Counseling (KC)**

Theory and principles of group counseling. Developing group-counseling skills through practice.

prereq: COCO 70100 and COCO 70200

Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**COCO 70700 - Multicultural Aspects of Counseling**

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.
COCO 70800 - Measurement and Appraisal

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

Hours 45 hrs
Credits 3

COCO 70900 - Research Methods in Counseling

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

Hours 45 hrs
Credits 3

COCO 71100 - Supervision and Administration in Counseling

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

prereq: COCO 70600 and COCO 71800
Hours 45 hrs
Credits 3

COCO 71300 - Career Counseling and College Readiness

This course offers a comprehensive introduction to the career readiness and college access counseling role of the school counselor working within the K-12 school setting. By utilizing a multicultural and social justice framework the course will explore career readiness and college access from a holistic and lifespan developmental perspective. In view of the CACREP standards this course will explore and appropriately address the American School Counselor Association (ASCA) national domains in academic, career and the personal needs of K-12 students from Kindergarten through high school as it relates to their career exploration and college access.

coreq: COCO 725/726
Hours 4.0
Credits 4.0

COCO 71500 - Family Systems and Counseling Issues

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

Hours 45 hrs.
Credits 3 cr.

COUNS 71800 - Practicum in Counseling (KC)
This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

prereq: COCO 70100; COCO 70200
prereq or coreq: COCO 700; COUNS 719; COUNS 717
Hours 100
Credits 3 credits
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**COUNS 71900 - Advanced Counseling Skills and Contemporary Issues**

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

prereq: COCO 70100 and COCO 70200
coreq: COUNS 71800
prereq or coreq: COUNS 71700
Hours 3 hrs.
Credits 3 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**COUNS 72500 - Internship in Counseling I (KC)**

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with effectiveness as a counselor while working with students in a K-12 school setting. Specifically, students will complete 300 fieldwork hours under the supervision of a certified school counselor while simultaneously taking a group supervision course at Hunter College taught by a Hunter faculty member.

prereq: COCO 71800 and COCO 71900
prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100
Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**COUNS 72600 - Internship in Counseling II (KC)**

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with their effectiveness as a counselor. Students will continue developing school counseling skills, including data analysis and action plans, responsive services, and consultation with school personnel.

prereq: COCO 72500
Hours 4 hrs.
Credits 4 cr.
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45  
Credits 3

COUNS 72000 - Culminating Seminar in School Counseling

With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review. (Taken last semester prior to graduation)

prereq: COCO 70900  
prereq or coreq: COCO 72600

Hours 45  
Credits 3

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800

Hours 45  
Credits 3

COUNS 72200 - Consultation and Collaboration with School, Family, and Community

This course provides school counselors with the knowledge and skills to create a supportive school climate that includes collaborative work with school personnel, family, and community to cultivate an inclusive, nurturing, and physically safe learning environment for school stakeholders, including students, staff, families, and community. Specifically, counselors will gain the knowledge and skills to be school leaders and engage in consultation, collaborative problem solving, and systems-level interventions in school settings. Theories, models and processes of consultation and change with administrators, teachers, parents, community and mental health agencies, and students will be addressed. Consultation within a cross-cultural and ethical framework will be emphasized with particular focus on students with behavioral and learning issues. The majority of this course will be devoted to learning about and developing skills and strategies required to conduct collaborative consultation services. The course format and assignments include lecture, applied case work, group work, student presentations and class discussion.

prereq or coreq: COUNS 72500

Hours 3 hrs.

Credits 3 cr.
Optional: Bilingual (Spanish/English) Extension In Pupil Personnel Services

6 additional credits

Students in the School Counselor Program at Hunter College may obtain a Bilingual (Spanish/English) Extension in Pupil Personnel Services. Students who elect to take this option will be evaluated for written and oral proficiency in both Spanish and English. Students who are determined to be bilingually proficient will take the following two courses in addition to the Counseling Programs Sequence of Courses:

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

*prereq or coreq: BILED 70100*
*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

Exit Requirements

1. An overall GPA of 3.0.
2. Complete the Dignity for All Students Act (DASA) workshop.

Special Education - MSEd

**Department Office:** 909 West Building; (212) 772-4700

**Secretary Jean Leung:** 909 West Building; (212) 772-4700; fax (212) 650-3542; jleung@hunter.cuny.edu

**Acting Chairperson Tim Lackaye:** 920 West Building; (212) 772-4777; tlackaye@hunter.cuny.edu

**Advisers:**

**Learning Disabilities**

- **Kate Garnett:** 910 West Building (212) 772-4700; kgarnett@hunter.cuny.edu
- **David Connor:** 917 West Building (212) 772-4746; dconnor@hunter.cuny.edu
Hunter's graduate programs in special education prepare teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special school, special classes, resource rooms, pre-schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter have been nationally recognized by the Council for Exceptional Children.

Completion of any one of Hunter's for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are:

- childhood special education: learning disabilities
- childhood special education: behavior disorders
- childhood special education with an annotation in severe/multiple disabilities (including deafblindness)
- early childhood special education
- early childhood with an annotation in severe/multiple disabilities (including deafblindness)
- deaf and hard-of-hearing
- blind and visually impaired

Students who enter the programs with no previous certification and subsequently complete the master's degree will meet the education requirements for New York State initial and professional certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial certification in grades 1-6 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood certification enter the program 2 track.

Similarly, students who enter the early childhood special education program with initial certification in early childhood Birth to Grade 2 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in early childhood education as well as for professional certification in early childhood Birth to Grade 2. Students with prior early childhood certification enter the program 3 track.
special education Birth to Grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The early childhood master's programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood special education programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood special education program, which encompasses grades 1-6.

The programs (with the exception of early childhood special education) are organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a range of education settings; specializations provide in-depth preparation for working with students within a particularly disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter's programs is their linking of theory to effective instruction.

Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSEd

Program Advisor

L. Beth Brady
(212) 772-4229
929 West
lbrady@hunter.cuny.edu

This master's degree program (Academic Plan: REHOM-MSED) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments combined with the Orientation and Mobility sequence to prepare orientation and mobility specialists. This program prepares candidates for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals as vision rehabilitation therapists (VRTs) and certified orientation and mobility specialists (COMS). This program does not lead to NYS teacher certification.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or better.
   - OR -

   1. A master's degree with a GPA of at least 3.5 or better.
   2. Evidence of acceptable written languages skills.
   3. Three letters of recommendation.
   4. Evidence of work, volunteer or personal experience with individuals with visual impairments.
   5. An interview with a special education faculty member.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

REHOM-MSED

Total Credits

54

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

Hours 3 hrs
Credits 3 cr

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; preclinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)
Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

*prereq or coreq: SPED 74000
Hours Includes 10 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)**

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

*prereq or coreq: SPED 74000, SPED 74100
Hours Includes 10 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74400 - Assistive Technology for Learners with Visual Impairments**

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

*prereq: SPED 74300
Hours 45 hrs,
Credits 3 cr

**SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments**

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

*prereq or coreq: SPED 74000, 74100*
**SPED 76000 - Skills and Techniques for Rehabilitation Teaching I**

Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

*prereq: SPED 74000, 74100
Hours includes 10 hrs field experience
Credits 3*

**SPED 76100 - Skills and Techniques for Rehabilitation Teaching II**

Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

*prereq: SPED 76000
Hours includes 10 hrs field experience
Credits 3*

**SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments**

Job modification options. Transition planning from education to adult services.

*prereq: SPED 74000, 74100
Hours 45 hrs,
Credits 3*

**SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments (KC)**

Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

*prereq: SPED 76000, 76100
Hours 230 hrs,
Credits 2*

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments (KC)**

Provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

**prereq:** SPED 76000, 76100  
**Hours** 230 hrs  
**Credits** 2 cr

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SPED 76500 - Intermediate Orientation and Mobility (KC)**

Theories related to perception, learning and development of individuals who are blind or visually impaired, and/or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

**prereq or coreq:** SPED 76800  
**Hours** includes 50 hrs of lab plus 15 hrs field experience  
**Credits** 3 cr

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SPED 76600 - Advanced Orientation and Mobility**

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

**prereq or coreq:** SPED 76500, 76800  
**Hours** includes 50 hrs of lab plus 15 hrs field experience  
**Credits** 3 cr

**SPED 76700 - Orientation and Mobility: Internship/Seminar (KC)**

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about
O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq or coreq: SPED 76500, 76600, 76800, 76900
Hours 30 hrs seminar, plus conferences plus 340 hours of internship.
Credits 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar**

This course teaches assessment, evaluation and lesson plan/execution, the systems of mobility used by persons who are visually impaired, and indoor travel techniques used by persons with visual impairments navigating familiar and unfamiliar buildings. Fifteen day summer course.

prereq or coreq: permission of adviser
Hours 3 hrs
Credits 3 cr.
Two week summer course.

**SPED 76900 - Advanced Orientation and Mobility Lab and Seminar**

This course provides instruction in, lesson sequencing, pedagogical and andragogical methods for O&M instruction for persons who are blind or visually impaired. Through observation, and practice, this course develops competencies in teaching travel techniques used by persons with visual impairments.

prereq: SPED 76800
Hours 3 hrs
Credits 3 cr.
Two week summer course.

**COUNR 72000 - Medical Aspects of Disability**

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs
Credits 3

**COUNR 73000 - Counseling with the Aging**

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

Hours 45 hrs
Credits 3
COCO 70100 - Counseling Skills and Interviewing Techniques (KC)

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs*
*Credits 3*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Standards

An overall GPA of 3.0.

Visual Impairment: Rehabilitation Teaching Only - MSEd

Program Advisor

L. Beth Brady  
(212) 772-4229  
929 West  
l Brady@hunter.cuny.edu

This master's degree program (Academic Plan: VIRT-MSED) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. We also offer a combined program in Rehabilitation Teaching with Orientation and Mobility sequence to prepare orientation and mobility specialists Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSEd. Both programs prepare candidates for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals as vision rehabilitation therapists (VRTs).

Admission Requirements

A bachelor's degree from an accredited institution with a GPA of at least 3.0; or

A master's degree from an accredited institution with a GPA of at least 3.5.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

VIRT-MSED

Total Credits

40

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience
Credits 3

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

prereq or coreq: SPED 74000
SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

prereq or coreq: SPED 74000, SPED 74100
Hours Includes 10 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74400 - Assistive Technology for Learners with Visual Impairments

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

prereq: SPED 74300
Hours 45 hrs,
Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000, 74100
Hours includes 10 hrs of field experience
Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I
Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

prereq: SPED 74000, 74100
Hours Includes 10 hrs field experience
Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

prereq: SPED 76000
Hours includes 10 hrs field experience
Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100
Hours 45 hrs,
Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments (KC)

Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100
Hours 230 hrs,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments (KC)
Provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

**prereq:** SPED 76000, 76100  
**Hours** 230 hrs,  
**Credits** 2 cr

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**COUNR 72000 - Medical Aspects of Disability**

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

**Hours** 45 hrs  
**Credits** 3

**COUNR 73000 - Counseling with the Aging**

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

**Hours** 45 hrs  
**Credits** 3

**COCO 70100 - Counseling Skills and Interviewing Techniques (KC)**

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

**Hours** 45 hrs  
**Credits** 3

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**Exit Requirements**

An overall GPA of 3.0.

**Dual Degree in Social Work and Education: MSW-MSEd**
The Silberman School of Social Work at Hunter College (SSSW) and the Bank Street College of Education (Bank Street) are internationally recognized leaders in social work and progressive education studies, respectively. Complementing Silberman's mission and historical commitment to social justice, Bank Street is distinguished by its 102-year legacy as "an innovator in improving the quality of classroom practice and a national advocate for children, families, and the system and policy changes that bring effective and equitable teaching to all." Both located in Upper Manhattan neighborhoods with diverse populations and a wide range of social and educational needs, these two schools are poised to mutually engage and serve the lives of New York City communities. Together, SSSW and Bank Street offer the MSW-MSEd Dual Degree Program in Social Work and Education – Infant and Family Development and Early Intervention. This dual master's degree program streamlines the pathway to earning both the MSW and MSEd, maximizing educational experiences and professional opportunities for students interested in careers that bridge early childhood education with clinical social work.

The MSW-MSEd Dual Degree Program builds upon core values shared by these two vocations across their entwined histories of social justice, family and community development, and public service. Students in the MSW-MSEd Dual Degree Program are able to earn both degrees concurrently in three years through a streamlined, 85-credit curriculum – compared to 94 credits over five years, which would be required in order to complete them separately. This curriculum removes overlapping course requirements; cross-honors electives; and ensures that students achieve competencies required among both MSW and MSEd graduates. For more details about the curriculum, please see Program Description below.

What Can I Do with my MSW-MSEd Dual Degree?

Students who graduate from the MSW-MSEd Dual Degree Program will be highly prepared for professional practice that integrates clinical social work and social welfare with education, child and family development, and early intervention. Recent literature points to the growing value of this dual-expertise. Graduates of the MSW-MSEd Dual Degree Program will enter a professional landscape with a strong demand for their unique combination of competencies, skills, and practice knowledge.

MSW-MSEd graduates will be well-prepared for professional roles including:

1. Clinical social worker:
   - Individual
   - Family
   - Small Groups
   - School-based social worker
2. Child/parent psychotherapists
3. Family specialists in Early Intervention
4. Parent/child group facilitators
5. Early Head Start family workers
6. Play therapists
7. Foster care case workers
8. Home visitors and home visiting supervisors

Admissions Requirements & Registration

Prospective MSW-MSEd Dual Degree Program students typically must apply to each school separately and simultaneously, and must gain admission to each school according to its standard criteria.

- Silberman School of Social Work at Hunter College – MSW Program, Full-Time Pathway in the Clinical Practice method – https://sssw.hunter.cuny.edu/admissions/
- Bank Street College of Education, Graduate School of Education – MSEd in Infant and Family Development and Early Intervention – https://graduate.bankstreet.edu/admissions-financial-aid/how-to-apply/
Applicants may indicate that they are applying for the Dual Degree Program by selecting a designated option on CUNY's "Apply Yourself" application portal. Bank Street students who decide to pursue the Dual Degree Program after they have begun MSEd studies must apply and gain admission to SSSW prior to the end of their first semester at Bank Street. Likewise, Silberman students who decide to pursue the Program after they have begun MSW studies must apply and gain admission to Bank Street prior to the end of their first semester at SSSW. In both of these cases, individual modifications to the program pathway may be necessary and the student's time to completion may be more than three years. Once matriculated in the MSW-MSEd Dual Degree Program, students must register at both the Silberman School of Social Work and Bank Street College of Education, Graduate School of Education. For the first year and a half of the program, Bank Street serves as the student's primary institution of record and handles the bulk of student registration; the Silberman School of Social Work then takes on this role during the student's final year and a half in the program.

Advisement

Each school maintains a dedicated advisor for students in the MSW-MSEd Dual Degree Program, who is able to answer questions and assist matriculated students with course registration, degree planning, and accessing resources for success:

Pamela DeCuir  
Dual Degree Academic Advisor  
Silberman School of Social Work at Hunter College  
pdecuir@hunter.cuny.edu

Marjorie Brickley  
Program Director, Infant and Family Development and Early Intervention  
Bank Street College of Education  
mbrickley@bankstreet.edu

Program Description

The 85-credit MSW-MSEd curriculum includes 34 credits earned from the Bank Street College of Education and 51 credits earned from the Silberman School of Social Work. It is designed to provide students with competencies in clinical social work, educational practice, child and family development, and early intervention. The curriculum connects social work and early childhood/family education with a concerted emphasis on evidence-based research and practice; developing sophisticated, advanced methods of practice; and developing interdisciplinary competencies in understanding urban social challenges and advocating for social justice.

During the summer, fall, and spring of Year 1, students complete coursework and field placements primarily through Bank Street, focusing on the foundations of early childhood education, child and family development, and educational practice experience. To facilitate the transition to social work learning, students typically take the Social Work Practice Lab course at Silberman during the spring of Year 1. The bulk of Year 2, from the summer immediately following Year 1 until the next summer, comprises coursework and field practica based at the Silberman School of Social Work. Building upon their first-year foundations, students in Year 2 develop advanced competencies, knowledge, skills, and ethics for clinical practice with a diverse range of populations, emphasizing work in educational settings with children and families. During Year 3, students' learning explicitly enhances their dual-training in social work and education. Courses in social work research, policy, and professionalization complement education courses that focus on key transdisciplinary issues like working with parents and assessment. For greater detail, please see the curriculum plan printed below.

Master of Social Work - MSW
About the MSW Program

The nationally-ranked Master of Social Work (MSW) Program at the Silberman School of Social Work at Hunter College is a 60-credit, competency-based graduate program leading to the MSW degree. The MSW curriculum reflects and facilitates a commitment to social justice; diversity; and ethical, knowledgeable practice in metropolitan, cross-cultural, and global environments. It has been shaped around a set of core competencies that are essential for all social workers, as identified by the Council on Social Work Education (CSWE), which accredits American schools of social work. Each course and field education experience within Silberman's MSW Program is intentionally designed to help students progress toward advanced-level competency attainment by the time they graduate.

Admission to the MSW Program

General Criteria

Successful performance in graduate social work education requires emotional maturity and stability, interest in working with people and readiness to assume professional responsibilities. The applicant's knowledge of professional social work and/or experience in social work settings is an important consideration for admission. The general criteria for MSW admission are as follows:

- Applicants must hold a bachelor's degree from an accredited college or university. Undergraduate preparation should demonstrate a liberal arts background and intellectual capacity for graduate study.
- Records of international students require special evaluation and should be submitted as early as possible. All applicants whose prior language of instruction was not English are required to take the TOEFL and achieve a minimum score of 213; 80 IBT (internet-based test).
- Good undergraduate preparation along with tested understanding of the profession gained through voluntary, internship and/or paid experience are the keys to a successful application for admission.
- All applicants must submit an application, transcripts from all previous academic study, three professional letters of reference, and application fees. Completed applications for admission should be submitted by the deadline date established by the School each year. All admissions are subject to limitations of available seats in the school and placement in a field practicum. Applications for admission into the MSW program must be submitted online.
- Applicants may be required to participate in a group discussion as part of the admissions process.

Curriculum

- Selecting a Practice Method
- Selecting an MSW Degree Pathway
- MSW Program Curriculum

MSW Program Curriculum

All MSW students at the Silberman School of Social Work, in all Practice Methods and degree pathways, learn through the following curricular areas:

Field Education

Field education, also called the field practicum, is the signature pedagogy of social work education at the Silberman School of Social Work. All MSW students complete field education. Field education is intended to connect the
theoretical and conceptual contributions of the classroom with the practical world of the practice setting. The MSW Program at Silberman rests upon the precept that these two interrelated components of the curriculum – classroom and field – are of equal importance, and each contributes to the development of the requisite core competencies for professional practice. MSW students' field education experiences are systematically designed, supervised, coordinated, and evaluated in close dialogue between the School and its agency/placement site partners. The agency-based field instructor provides educational and professional supervision; the School-based field advisor helps monitor and guide students through the practicum while liaising between the School and the agency; and the Field Education Department within the School oversees and ensures the success of the field education experience for students and agency partners alike. The Silberman School of Social Work maintains relationships with more than 1,000 individual agencies, organizations, and other sites for student field placement. Most MSW students complete between 900 and 1,200 hours of field practicum to earn their degrees. For all students except those in the One-Year Residency (OYR) degree pathway, the School's core Field Education courses are:

- SSW 76100 Field Instruction I
- SSW 76200 Field Instruction II
- SSW 76300 Field Instruction III
- SSW 76400 Field Instruction IV

For One-Year Residency (OYR) students only, the School's core Field Education courses are:

- SSW 76700 Field Instruction I
- SSW 76800 Field Instruction II

Specific field education requirements differ, sometimes considerably, based on the student's selected degree pathway and Practice Method.

**Practice Methods**

All MSW students at the Silberman School of Social Work concentrate (major) in one of three Practice Methods. For a description of each Practice Method, please see MSW Program Admissions > Selecting a Practice Method above. MSW students take a series of core courses specific to their chosen Practice Method:

**Method: Clinical Practice with Individuals, Families and Small Groups (CPIFG)**

**SSW 72100 - Clinical Practice with Individuals Families, and Small Groups I**

Development and use of clinical theory, practice and process. Integration and application of the values that underpin social work practice to engagement, biopsychosocial assessment and intervention.

**prereq: SSW 71700**

**Credits 3**

**NOTE:** SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**SSW 72200 - Clinical Practice with Individuals Families, and Small Groups II**

Application of clinical principles, including those of psychodynamic and family systems theories. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

**prereq: SSW 72100**
SSW 72300 - Clinical Practice with Individuals, Families, and Small Groups III

Expands and deepens knowledge and skills from multiple theoretical perspectives for professional practice. Exploration of contemporary time-limited clinical practice models with a focus on the interface of these approaches with contextual factors such as agency setting; socio-cultural specificity and the client-worker relationship in assessment and intervention will be emphasized.

_prereq: SSW 72100 and 72200
_Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Method: Community Organizing, Planning and Development (COP&D)

SSW 74100 - Community Organizing, Planning and Development-I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

_prereq: SSW 71700
_Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74250 - Community Organizing, Planning and Development II

Theoretical, strategic and technical aspects of planning with a focus on problem-solving analysis, design, implementation, and evaluation of community and service system interventions. Emphasizes impact of class, race, gender and sexual orientation on planning.

_prereq: SSW 74100
_Hours 3 hrs
_Credits 3 cr.

SSW 74350 - Community Organizing, Planning and Development-III

Uses Freirian methods to deepen students' strategic applications towards the creation of democratic experience, emphasizing leadership development, dynamics of power and privilege, and dilemmas/opportunities in working with not for the oppressed.

_prereq: SSW 74100 and 74250
_Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Method: Organizational Management and Leadership (OML)
SSW 78100 - Organizational Management and Leadership I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

Credits 3
SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78200 - Organizational Management and Leadership II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

prereq: SSW 78100 or dept perm
Credits 3
SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78300 - Organizational Management and Leadership III

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

prereq: SSW 78100 and 78200
Credits 3
SSW 781, 782 and 783 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Field of Practice Specializations

MSW students have the option of choosing a further specialization in a Field of Practice (FOP). (Please note: Field of Practice specialization is required for all students who matriculated in, or prior to, the Spring 2019 semester; Field of Practice specialization is optional for all students matriculating in or after the Fall 2019 semester.) The purpose of the Field of Practice specialization is to accomplish the following:

1. Provide students with opportunities to develop in-depth knowledge and skill in an area of social work beyond the method.
2. Better prepare students for a competitive job market given the current organization of most service delivery systems.
3. Provide a potential cluster of faculty, students, and field agencies with similar interests for developing and sharing knowledge about contemporary issues and trends.
4. Provide an additional vehicle for generating general innovation and new course material in the curriculum.
5. Maintain the focus of the School, the faculty, and the curriculum on the changing needs of a multicultural urban community.

The requirements for completing a Field of Practice specialization are the following: (a) an appropriate field practicum in the second year or OYR residency year; (b) a Professional Seminar project and/or Research topic related to the FOP; and (c) at least one elective option that falls under the FOP. When students complete the requirements of their FOP specialization, they will have this accomplishment recognized in their final evaluation summary; they may add this achievement to their resume and they will receive a certificate upon graduation. Although it is not an FOP requirement to do so, students are encouraged to take policy and elective courses as available that support their Field of Practice specialization. Students pursuing a Field of Practice specialization select their FOP in the spring of their foundation.
year, in conjunction with planning their second-year field placement. As a reflection of both its commitment to a social justice and human rights framework and the nature of the service systems where its students will work, the Silberman School of Social Work offers the following eight FOP specializations. A sub-specialization in World of Work is available, coupled with any one of these eight specializations:

**FOP: Aging**

The Aging Field of Practice (Gerontology) addresses the aging process from a life course perspective. This specialization explores the aging process and the variety of issues affecting older adults and their family systems. Course selections provide content with a focus on issues such as health and mental health; social service delivery in clinical and community-based settings; assessment of risk and protective factors associated with healthy aging; assessment, intervention, and evaluation of specialized services for older adults and their family systems; caregiving; long-term care policy; and the implications of the growing demographic of the aging society. Courses that may be taken to support this specialization (pending availability) include, but are not limited to:

**SSW 70217 - Social Welfare Policy in the Field of Aging**

Aging policy and legislation; health care, retirement, work, and family issues. Organization, utilization and impact of services on the aging; attention given to special populations.

*prereq: SSW 70100*

*Credits 3*

This course fulfills the advanced social policy requirement

**SSW 71300 - Human Behavior and the Social Environment III**

Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

*prereq: SSW 711 and 712*

*Credits 3*

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**SSW 72400 - Clinical Practice with Individuals Families, and Small Groups IV**

Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs, Relational Therapy. Students identify professional issues and dilemmas in both knowledge and practice. Special emphasis is on assuring competence.

*prereq: SSW 72100*

*Hours 45*

*Credits 3*

Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

- SSW 797.72 Field of Practice Platform Course

**SSW 79660 - The Aging Process: Clinical Issues in Social Work Practice with the Aged**
Theoretical frameworks of human aging, including the myths and realities of major biopsychosocial problems facing older adults and their families. Practice implications.

*prereq: SSW 71700 and one method course*

**Credits 3**

### FOP: Child Welfare – Children, Youth and Families

Consistent with the human rights framework, FOP specialization in Child Welfare—Children, Youth and Families (CWCYF) takes the view that the child or youth is an individual – and a member of a family and community with rights and responsibilities appropriate to his or her age and stage of development – who must be afforded the necessary protection and assistance to participate fully in family, cultural, and social life. This FOP specialization is designed for students interested in working in public and/or private child welfare agencies; or children, youth, and family organizations in direct service and supervisory and administrative capacities as well as organizing on behalf of all children, youth, and families for access, social justice, and equality. It prepares social workers to provide a broad range of services to individuals, groups, and families in all phases of the family life cycle. Family and individual counseling, parent education and engagement, and the full spectrum of child welfare services are emphasized in this specialization. Students who elect a CWCYF FOP develop a plan of study which includes a field practicum in a placement related to children, youth, and family services. To be competent in this specialization, students are encouraged to take one of the following courses:

- SSW 70215 Policy and Practice in Child Welfare  
- SSW 702.xx Child Welfare and Family Court Advocacy

Additional courses that may be taken to support this specialization (pending availability) include, but are not limited to:

- SSW 71300 Human Behavior and the Social Environment III
- SSW 79176 Social Services to the Gay and Lesbian Community
- SSW 79200 Social Work Practice with Children and Adolescents
- SSW 79400 Social Work Practice: Family Treatment

### FOP: Health

In this field of practice, health and illness are considered as points along a continuum. Health is not merely the absence of disease. It is the ability to function in complete harmony with one's environment and the capability of meeting the ordinary physical, social, and emotional stresses of life. The newest definition includes community as well as individual well-being. The goals of this specialization are to prepare social workers who can responsibly meet the changing needs of people faced with health concerns and who can effectively advocate for quality health/mental health policies and practices in New York City. Field placement settings in this specialization include large hospitals; ambulatory care or primary care facilities; hospital out-patient and in-patient clinics or community-based health centers; day treatment programs; substance abuse treatment facilities; and specialized nursing care facilities for the chronically ill, aged, or those in need of intensive rehabilitation and/or hospice care. Some settings focus on health education or patient advocacy. Depending on setting, students in this specialization generally have the opportunity to:

- Participate in a multidisciplinary health care team;
- Work with a range of client needs (illness to wellness) and the continuum of care (prevention to long-term care) to meet those needs;
- Learn about public and private health/mental health laws, programs, resources, benefits, and services;
- Obtain skills necessary to provide quality health care services in existing mainstream and/or alternative health care systems;
- Participate in consumer and professional advocacy networks and organizations established to protect patients' rights.

Courses that may be taken to support this specialization (pending availability) include, but are not limited to:
FOP: Mental Health

In this field of practice, mental health and mental illness are considered as points along a continuum. Mental Health is not merely the absence of mental illness. It is the ability to function in complete harmony with one's environment and the capability of meeting the ordinary psychosocial and emotional stresses of life. The goals of this specialization are to prepare social workers who can responsibly meet the changing needs of people faced with mental health concerns and who can effectively advocate for quality mental health policies and practices in New York City. Students in this specialization generally have the opportunity to participate on a multidisciplinary team; work with the range of client needs (illness to wellness) and the continuum of care (prevention to acute or long-term care) to meet those needs; learn about public and private mental health laws, programs, resources, benefits, and services; use skills necessary to provide quality mental health care services in existing or alternative mental health care systems; and participate in consumer and professional advocacy networks and organizations established to protect patients' rights. Field placement settings in this specialization include any setting that addresses part of the spectrum of mental health. This may include large hospitals; ambulatory care or primary care facilities; hospital-based in-patient psychiatric units or outpatient clinics; community-based mental health clinics; day treatment or partial hospitalization programs; and substance abuse treatment facilities. Field placements may also take place in settings that are not part of the formal health care system, such as criminal justice settings but may center on working with particular populations. Courses that may be taken to support this specialization (pending availability) include, but are not limited to:

- SSW 70214 Health and Mental Health Systems
- SSW 71500 Seminar in Psychodynamics
- SSW 72400 Clinical Practice with Individuals, Families, and Small Groups IV
- SSW 791.93 Community Mental Health
- SSW 797.73 Field of Practice Platform Course

FOP: Global Social Work and Practice with Immigrants and Refugees

The 21st century is characterized by unprecedented levels of global interdependence in which people, communities, and their institutions are engaged with international forces affecting their lives in very intimate ways. From climate change to economic adversity, these realities have called forth responses based on an increasing awareness of human interconnectedness. The Global Social Work and Practice with Immigrants and Refugees (GSWPIR) field specialization is defined by its mission to incorporate indigenous social work perspectives from around the globe to inform learning and practice in international contexts—with immigrants and refugees as well as in the U.S. urban environment. Many families are transnational today, with members in the U.S. and in other countries around the globe, and social workers must be prepared to engage families and communities as they navigate these complexities, redefining concepts along the way. In the context of international standards of social justice and human rights, students will become aware of the differing discourses in this field and the varied understandings of and responses to adversity. The GSWPIR FOP specialization is designed for students experienced in a global context with immigrant, refugee, and other multicultural communities or with international organizations. The FOP will prepare students to work flexibly in multiple roles, informed by multiple ways of knowing and based on their chosen social work method. Students will develop competencies needed to practice in a global, multicultural environment and address clinical issues with individuals, families, and groups; those of policy leadership and planning; or those of community organization policy and development. The concept of community is central to the field, and students will learn in practice how to utilize methods learned from global experience. Students who elect the GSWPIR FOP develop a plan of study which includes a field practicum in a global, immigrant, and/or refugee-related placement in the New York metropolitan area; as well
as a final research or professional seminar paper on a related subject, a related Policy course and at least one practice elective.

- SSW 70222 International Social Welfare Policy and Services -or- SSW 70219 Immigrants and Refugees: Policies and Issues -or- SSW 797.73 Introduction to Global Social Work and Practice with Immigrants and Refugees

Practice elective courses that may be taken to support this specialization include, but are not limited to:

- SSW 798.02 Social Work and the Latino Community
- SSW 79171 Social Work Practice with Immigrants and Refugees
- SSW 797.60 Neighborhood Lab: Strengthening Community Capacity
- SSW 79801 Multicultural Social Work Practice
- SSW 79652 Social Work with Workers and Their Families

**FOP: School Social Work**

School social work is a distinctive field of practice with ties to both social work and education. In keeping with the human rights framework, the School Social Work Field of Practice specialization takes the view that the child or youth is an individual – and a member of a family and community with rights and responsibilities appropriate to his or her age and stage of development – who must be afforded the necessary protection and assistance to participate fully in family, cultural, and social life. School Social Work is a strong fit for students who are:

1. Interested in developing a range of skills including how to negotiate complex organizational settings, while working with individuals, groups, and community organizations;
2. Interested in interdisciplinary collaboration with other professionals and workers in a school system;
3. Committed to improving educational and social services to clients with diverse cultural, ethnic, and racial backgrounds;
4. Flexible, self-directed, able to meet new challenges, and willing to take risks;
5. Interested to be a member of the interdisciplinary Committee on Special Education – responsible for contributing to students’ Individualized Educational Plans (IEP); (6) Interested in social work policies and their impact on service delivery to children in school and their impact on school social workers.

School social work FOP prepares social workers who are interested in social work practice with children, adolescents and their families who may be facing critical academic, social, and environmental stresses. After graduation, students may wish to work directly for the Department of Education (DOE) or for a community-based agency housed in a school setting providing mental health counseling; or they may work in a charter school. Courses that may be taken to support this specialization (pending availability) include, but are not limited to:

- SSW 70215 Policy and Practice in Child Welfare
- SSW 71500 Seminar in Psychodynamics
- SSW 73500 Social Work Practice with Groups I for Non-Majors Social Work Practice with Groups I for Non-Majors
- SSW 79400 Social Work Practice: Family Treatment
- SSW 79661 Social Work Practice in School Settings

**FOP: Criminal Justice**

The Criminal Justice Field of Practice specialization is characterized by social work practice in the juvenile justice system and the adult criminal justice system. The FOP strongly supports the criminal justice system's dual focus on public safety and public health. This dual focus on public safety and public health is consistent with The Universal Declaration of Human Rights (UDHR): Article 3. Everyone has the right to life, liberty and security of person. The Criminal Justice FOP is designed for students interested in providing social work services to offenders, victims, and survivors. It prepares social workers to provide primarily micro-level interventions to these criminal justice-involved
populations. The goals of this specialization are to prepare social workers to balance rehabilitation and retribution, treatment and punishment, and understand the relationships between reentry and homelessness, reentry and public health, and criminal justice and health and mental health, among others. Elective courses allow students a great deal of flexibility to focus on learning needs and areas of specialization within the criminal justice system such as substance abuse, health, mental health, trauma-informed care, cognitive behavior therapy, and special populations such as youth, women and older offenders. Field placements will provide experiential learning specific to the role of social work in the criminal justice system. Field placements include criminal justice settings such as courts and corrections; agencies that provide social services primarily to criminal justice-involved populations; and agencies that serve a wide variety of populations including some that have criminal justice involvement. In this way, students can concentrate on their learning needs and type of setting they prefer for specialization. Courses that may be taken to support this specialization (pending availability) include, but are not limited to:

- SSW 70218 Seminar in Social Welfare
- SSW 70220 Clients' Rights, the Legal System and Social Policy
- SSW 70216 Social Welfare Policy with the Homeless
- SSW 791.40 Social Work in the Criminal Justice System
- SSW 79157 Social Work with Victims of Violence against Women

**FOP: Sexuality and Gender**

The Sexuality and Gender (S&G) FOP specialization is designed for students interested in working from a strengths-based, sex positive and gender-affirming perspective. Students are also encouraged to embrace rather than avoid issues of sexuality and gender (i.e., restrictive masculinity, gender-based oppression) within their practices, incorporating the sexual dimension into biopsychosocial and community assessments. Students who elect a S&G FOP develop a plan of study which includes a field practicum in a placement related to sexuality and/or gender, an S&G approved elective and a paper on a related topic as the focus of either Professional Seminar or Research. Students complete their field practicum in approved field settings that have an emphasis on issues related to sexuality and gender (broadly defined). Environments may include schools with specific sexuality and/or gender assignments; community-based centers that specialize in working with LGBTQ clients; reproductive justice organizations; interpersonal violence-related agencies; clinics working with people who have committed sexual violence; agencies engaged with people in sex trades; and, health or mental health care settings that specialize in a related area. Courses that may be taken to support this specialization (pending availability) include:

- SSW 79158 Human Sexuality
- SSW 70213 Women and Social Welfare
- SSW 79176 Social Services to the Gay and Lesbian Community
- SSW 79157 Social Work with Victims of Violence against Women
- SSW 79175 Social Work and AIDS
- SSW 79662 Social Work Practice with AIDS and Chronic Illness

**Human Behavior in the Social Environment**

- **SSW 71100 - Human Behavior and the Social Environment I**

Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.
SSW 71200 - Human Behavior and the Social Environment II

Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multicausality, gender, social class, and cultural pluralism and diversity.

prereq: SSW 711
Credits 3
SSW 7100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71300 - Human Behavior and the Social Environment III

Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

prereq: SSW 711 and 712
Credits 3
SSW 7100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Social Welfare Policy and Services

- SSW 701.00 - Social Welfare Policy and Services I: All students are required to take Social Welfare Policy and Services I. Covers circumstances that give rise to social problems and their policy solutions; frameworks for analyzing these developments; values and skills needed to understand social policy and engage in advocacy and social change are stressed.

- SSW 702.00 - Social Welfare Policy and Services II: Special Topics: Students are also required to take one course from those listed as Social Welfare Policy and Services II: Special Topics. These advanced social welfare policy courses extend the foundations of social welfare policy (SSW 701 - Social Welfare Policy and Services I) by applying knowledge and skills to a special issue, policy arena, or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of the given area. Below is a sampling of Social Welfare Policy and Services II: Special Topics courses. Availability varies by semester.

- SSW 702.XX - Client Rights, The Legal System and Social Policy: This course introduces students to the field of law as it relates to social policy and social work practice. Students will learn both theory and practice by examining the role of law and legal systems in the formulation of social policies, and the role of the social worker, with a particular focus on advocacy and individual rights. Students will learn the basic structure of the American legal system, including the process by which courts, legislatures and administrative agencies address social problems and create and implement law. Various areas of law and social policy will be explored, including child welfare, poverty, criminal justice, mental health and education.

- SSW 702.XX - Criminal Justice Policy & Mass Incarceration: Over the course of the semester, we will survey the American criminal justice system from multiple perspectives: the shape and size of the system itself (prison, parole, and probation); who goes to prison (by race, gender, education, income, age; and the kinds of crimes that they committed/were accused of/plead guilty to); what life inside is like (considering effects: boredom, stress & fear, abuse, rape, and human rights questions; and what’s it like for women); what happens to the children and families left behind; what life is like after prison (examining reintegration; jobs;
recidivism); the Drug War; the sharp crime decline since the 1990s; the expansion of policing and the surveillance state; the functions of the prison (removal, punishment, rehabilitation, social control, labor control, profit); and, finally, consider policy at the intersection of crime, welfare, and poverty. Social Welfare Policies and Services I (SSW 701) is a prerequisite.

- SSW 702.XX - Health and Mental Health Systems: This advanced social welfare policy course extends the foundations of social welfare policy (SSW 701 - Social Welfare Policy and Services I) by applying knowledge and skills to a special issue, policy arena, or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of health and mental health systems.

- SSW 702.XX - Immigrants and Refugees: Issues and Policies: This advanced social welfare policy course extends the foundations of social welfare policy (SSW 701 - Social Welfare Policy and Services I) by applying knowledge and skills to a special issue, policy arena or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of social welfare for immigrants and refugees.

- SSW 702.XX - International Social Welfare: This advanced social welfare policy course extends the foundations of social welfare policy (SSW 701 - Social Welfare Policy and Services I) by applying knowledge and skills to a special issue, policy arena or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of social welfare in International Social Welfare.

- SSW 702.XX - The Political Economy of Social Welfare: This advanced social welfare policy course extends the foundations of social welfare policy (SSW 701 - Social Welfare Policy and Services I) by applying knowledge and skills to a special issue, policy arena, or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of social welfare. The course will focus primarily on the U.S. capitalist economic system and how it's related to social welfare policy.

- SSW 702.XX - Women & Social Welfare Policy: This advanced social welfare policy course extends the foundations of the SSW 701 - Social Welfare Policy and Services I, by applying knowledge and skills to a special issue, policy arena or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of women and social issues.

Social Work Practice Learning Lab

- SSW 71700 Social Work Practice Learning Lab 1
- SSW 71800 Social Work Practice Learning Lab 2

Social Work Research

- SSW 75100 Social Work Research I
- SSW 75200 Social Work Research II

Professional Seminar

SSW 79000 - Professional Seminar

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

Credits 3
This is a required course for all students.

Electives
SSW 79186 - Social Work and the Arts

Art forms are explored to provide services to populations at risk, including the elderly and the physically and mentally impaired.

*Credits 3*

SSW 79188 - Spirituality and Healing

Spiritual domain of human functioning. Viewing human need, strengths and experience with a spiritual lens. Spirituality and human striving for a sense of meaning and fulfillment; understanding and responsiveness to spiritual perspectives.

*prereq: SSW 71100*
*Credits 3*
*Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

SSW 70220 - Clients' Rights, the Legal System and Social Policy

The role of legal rights in the welfare state with reference to special populations. Origins, history and the current status of the legal rights of clients; use of laws to promote social justice and social change; advocacy by social workers for clients' rights.

*prereq: SSW 70100*
*Credits 3*
*This course fulfills the advanced social policy requirement*

SSW 79400 - Social Work Practice: Family Treatment

An assessment of the family from a systems approach. Family developmental life cycle, family structure evaluation; tracking interactional patterns.

*Credits 3*
*Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

- **SSW 797.12 - Entrepreneurship, Innovation, and Enterprise in Social Services**

**Selecting a Practice Method**

All MSW students at the Silberman School of Social Work concentrate (major) in one of three Practice Methods. A student’s chosen Practice Method serves as the foundation of their academic and professional experience throughout their time in the program. MSW Applicants select one Method when applying to the program. The three Practice Methods offered are:

**Clinical Practice with Individuals, Families and Small Groups (CPIFG)**

This Method introduces students to agency-based clinical practice in the urban environment. Clinical assessment and therapeutic interventions are taught from a biopsychosocial perspective. Clinical Practice prepares students through evidence-based theory and practice to provide psychosocial care to individuals, couples, families, and small groups. Clinical social workers help these clients to enact psychological and interpersonal change, increase their access to
social and economic resources, and maintain and enhance their capacities and strengths. For a list of core CPIFG courses, please see MSW Program Curriculum.

Community Organizing, Planning and Development (COP&D)

This Method develops students' competence for community-based social work practice. It stresses the skills, techniques, and strategies needed to mobilize both people and resources to solve basic social problems at either the neighborhood or citywide level. Focus is placed on social planning and social reform, as aspects of social work practice toward alleviating individual and family problems. Education, training, and field practicums are developed in collective action, advocacy, program evaluation, proposal writing, community outreach, legislative advocacy, and other vital, diverse organizing roles. For a list of core COP&D courses, please see MSW Program Curriculum.

Organizational Management and Leadership (OML)

Students in this Method are prepared to assume varied management positions in social agencies (including the traditional supervisory, middle management, and executive positions) as well as jobs as program planners and analysts, staff trainers, program directors, or budget analysts. They will develop conscious and strategic use of self in managing the complex tasks of program managers. Students seeking to concentrate in OML should have some prior management experience either in social work or at a human services agency. For a list of core OML courses, please see MSW Program Curriculum.

Selecting an MSW Degree Pathway

The Silberman School of Social Work offers several distinct pathways to the Master of Social Work degree. These pathways help to make a rigorous graduate education possible for the greatest range of social work students. MSW applicants select a degree pathway when applying to the program. MSW applicants may apply for study in only one degree pathway. Each pathway requires unique pre-requisites and application materials. The pathways offered as of 2019-2020, with their respective admission requirements, are:

Two-Year Full-Time Program

The Two-Year Full-Time Program is designed for students who can devote themselves to full-time academic and field-based study. Students are expected to attend classes two days a week with their pathway cohort, and to attend their field placement three days a week during standard business hours. Under this pathway, students complete the 60 academic credits required for graduation in two years.

Eligibility Requirements

- An earned bachelor's degree from an accredited college or university
- Undergraduate GPA of 3.0 or above
- Some professional experience in the field of social services (i.e. internships, volunteer work, and/or employment)
- Well-developed writing and critical thinking skills
- Demonstrated capacity for graduate-level study in social work, including: a strong understanding of, and commitment to, social work values, goals, and ethics; the capacity to think critically about social issues confronting the profession; and a commitment to social justice and advocacy.

Application Materials
accelerated full-time program

the accelerated full-time program is designed for students ready to participate in an intensive, year-round learning experience. students in this pathway complete their degrees over five consecutive semesters – including two summers – spanning 18 months. accelerated full-time students matriculate in january, are assigned field placements, and complete their first-year requirements by the end of the first summer. they then start the third semester in the fall, and ultimately finish the program the following august. because of its uninterrupted trajectory and intensive academic nature, the accelerated full-time program is among the most very rigorous programs offered at the silberman school of social work. please note: the only practice method available to students in the accelerated full-time program is clinical practice with individuals, families, and small groups (cpifg).

eligibility requirements

- an earned bachelor's degree from an accredited college or university
- undergraduate gpa of 3.0 or above
- professional experience in the field of social services (i.e. internships, volunteer work, and/or employment)
- well-developed writing and critical thinking skills
- demonstrated capacity for graduate-level study in social work, including: a strong understanding of, and commitment to, social work values, goals, and ethics; the capacity to think critically about social issues confronting the profession; and a commitment to social justice and advocacy.

application materials

- silberman msw application
- statement of purpose – the statement of purpose articulates the applicant's knowledge of professional social work, discusses the applicant's experience and interests in a social work setting, and answers questions posed on the application.
- two (2) letters of recommendation
- unofficial transcripts from all previously attended colleges/universities
- $125 application fee, non-refundable – this fee is waived for united states military veterans.

one-year residency (oyr) program

the silberman school of social work at hunter college offers the nation's oldest work-study msw program, called the one-year residency (oyr) program, designed for social service professionals. launched in the early 1970s to serve new york's dedicated social service workers who could not pursue graduate education while working, the oyr program ensures that students can obtain the msw while continuing to work. it does this by integrating the student's professional environment with their msw degree path. students typically attend courses part-time at silberman over one school year and two summers (time frame i). then, they spend one intensive "residency" year within the organizations where they already work, completing school-approved field practicum internships that are distinct from their preexisting roles (time frame ii). finally, they complete their coursework at silberman (time frame iii).
OYR Program trajectory typically takes about 28 months in total. Applicants are eligible to apply to the OYR Program if they have earned a bachelor's degree; completed at least two years of successful full-time employment as a direct care worker or supervisor of direct care workers in a social service agency at the time of application; and obtain their employer's formal agreement to provide a field placement, approved by the School of Social Work, during their second year in the program.

**Eligibility Requirements**

- An earned bachelor's degree from an accredited college or university, GPA 3.0 or above
- Currently employed full-time as a direct care worker or a supervisor of direct care workers in a social service setting
- Has completed at least two consecutive years of full-time employment by the time of application, as a direct care worker or a supervisor of direct care workers in a social service setting
- Current employer agrees to provide the applicant, if they are accepted, with a School of Social Work-approved fieldwork internship within the organization and a SIFI-certified field instructor during their second year (this agreement is verified by the AEA form detailed below)
- Well-developed writing and critical thinking skills
- Demonstrated capacity for graduate-level study in social work, including: a strong understanding of, and commitment to, social work values, goals, and ethics; the capacity to think critically about social issues confronting the profession; and a commitment to social justice and advocacy.

Note: OYR applicants are required to select the Practice Method that relates to their existing social service role and experience.

**Application Materials**

- Silberman OYR application
- Agency Executive Agreement (AEA) form – Signed by executive at the social service agency where the applicant works, approving reduced work schedule and in-house field placement should they be accepted to Silberman OYR
- Statement of Purpose
- One (1) letter of recommendation written by the agency executive who signed the AEA (please attach this to the AEA) – In cases where the agency executive cannot evaluate the applicant's skills in the field, we will accept a recommendation from the assistant agency executive or current supervisor
- One (1) additional letter of recommendation from an academic or professional reference
- Unofficial transcripts from all previously attended colleges
- $125 application fee, non-refundable – This fee is waived for United States Military Veterans.

**Accelerated One-Year Residency (OYR) Program**

This accelerated version of Silberman's One-Year Residency (OYR) Program (see previous) is an intensive program for OYR students prepared to participate in a highly rigorous curriculum. Mirroring the standard OYR Program, applicants are eligible to apply if they have completed at least two years of successful full-time employment as a direct care worker or supervisor of direct care workers in a social service agency at the time of application, and obtained their current social service employer's approval to provide the required field placement internship, approved by Silberman, during the student's third and fourth semesters in the program. Students typically complete the 60-credit Accelerated OYR Program in six semesters or about 24 months. Please Note: The only Practice Method available to students in the Accelerated OYR Program is Clinical Practice with Individuals, Families, and Small Groups (CPIFG).

**Eligibility Requirements**
• An earned bachelor's degree from an accredited college or university, GPA 3.0 or above
• Currently employed full-time as a direct care worker or a supervisor of direct care workers in a social service setting
• Has completed at least two consecutive years of full-time employment by the time of application, as a direct care worker or a supervisor of direct care workers in a social service setting
• Current employer agrees to provide the applicant, if they are accepted, with a School of Social Work-approved fieldwork internship within the organization and a SIFI-certified field instructor during their second year (this agreement is verified by the AEA form detailed below)
• Well-developed writing and critical thinking skills
• Demonstrated capacity for graduate-level study in social work, including: a strong understanding of, and commitment to, social work values, goals, and ethics; the capacity to think critically about social issues confronting the profession; and a commitment to social justice and advocacy.

Note: OYR applicants are required to select the Practice Method that relates to their existing social service role and experience.

Application Materials

• Silberman OYR application
• Agency Executive Agreement (AEA) form – Signed by executive at the social service agency where the applicant works, approving reduced work schedule and in-house field placement should they be accepted to Silberman OYR
• Statement of Purpose
• One (1) letter of recommendation written by the agency executive who signed the AEA (please attach this to the AEA) – In cases where the agency executive cannot evaluate the applicant's skills in the field, we will accept a recommendation from the assistant agency executive or current supervisor
• One (1) additional letter of recommendation from an academic or professional reference
• Unofficial transcripts from all previously attended colleges
• $125 application fee, non-refundable – This fee is waived for United States Military Veterans.

Advanced Standing Program

Students who have earned a Bachelor of Social Work (BSW) degree from a CSWE-accredited social work program are able to pursue the full-time MSW with Advanced Standing. Advanced Standing applicants must have received the BSW degree within five years prior to application. Advanced Standing applicants must also have earned an overall GPA of 3.0 and a GPA of 3.2 in the Social Work major. Students accepted into the program receive credit for the first MSW year, and can typically complete the remaining 36 credits in three semesters. Advanced Standing students begin their studies in the fall; complete one academic year of full-time study, including a field placement that takes place three days per week during standard business hours; and continue their studies over the summer to finish the program. Alternatively (and depending on the student's chosen Practice Method), Advanced Standing students may choose to extend their program of study so they finish in the following fall. The Organizational Management and Leadership (OML) Practice Method is not available to Advanced Standing students.

Eligibility Requirements

• Bachelor of Social Work (BSW) degree from an accredited college or university school of social work, earned within the past 5 years
• Overall undergraduate GPA of 3.0 or above, and a GPA of 3.2 or above in the Social Work major
• Professional experience in the field of social services (i.e. internships, volunteer work, and/or employment)
• Well-developed writing and critical thinking skills
Demonstrated capacity for graduate-level study in social work, including: a strong understanding of, and commitment to, social work values, goals, and ethics; the capacity to think critically about social issues confronting the profession; and a commitment to social justice and advocacy.

Application Materials

- Silberman MSW application
- Core Competencies Form completed by a faculty advisor from the applicant's undergraduate program
- Core Competencies Form completed by a field instructor from the applicant's undergraduate program
- Statement of Purpose
- Two (2) letters of recommendation
- Unofficial transcripts from all previously attended colleges/universities
- $125 application fee, non-refundable – This fee is waived for United States Military Veterans.

Note

For further information about admission to the Silberman School of Social Work, please e-mail admissions at grad.socworkadvisor@hunter.cuny.edu or swapp@hunter.cuny.edu, or visit the School's website at ssww.hunter.cuny.edu.

Master of Urban Planning/Juris Doctor

Brooklyn Law School and Hunter Urban Policy & Planning jointly sponsor a program leading to the degrees of Juris Doctor (JD) and Master of Urban Planning (MUP).

Urban planners often turn to the legal profession for implementation of their work, and lawyers seek planners' advice in identifying present and future land use choices and regarding other development issues for public and private clients. Individuals with credentials in both areas are increasingly sought as advisors for urban policy makers and clients with urban land problems. This program is designed to provide students with the knowledge, skills and background necessary to practice both professions.

Students must be apply and be accepted to both programs separately. Hunter College admits students for either the fall or spring semester. Students typically spend their first year at BLS, followed by one year at Hunter College, and then the remaining time integrating studies by registering concurrently in both schools. Advisors at both institutions, however, will work directly with individual students to devise the most appropriate plan of study.

Students can pursue an MUP/JD on a full or part-time basis. In the MUP/JD joint program, a student may receive up to 10 of the 86 credits required for the JD degree by successfully completing approved course work in the MUP program. Similarly, a student may receive up to 15 of the 60 credits for the MUP degree by successfully completing approved law school courses. Students enrolled in the law school's full-time program may complete the requirements for both degrees in four to five years, depending on the number of summer courses. If pursued on a part-time basis, the program generally takes five to six years to complete depending on the number of summer courses. With approval, the MUP degree may be awarded in advance of the JD degree; otherwise, degrees are awarded concurrently upon completion of all degree requirements.

Urban Planning - MUP

The Master of Urban Planning program has four integrated components: a core curriculum, an area of concentration, an internship, and a studio. Its purpose is to train planners who, like their counterparts throughout the nation, have general
expertise in planning theory and methods, an understanding of urban structure, specialized knowledge of a chosen planning concentration, and the skills and intellectual maturity to operate in the professional arena.

The 54-credit program is structured to provide students with the expertise essential to professional practice and to allow for flexibility to accommodate individual professional and academic aspirations. The core curriculum (21 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal and theoretical context and to teach the skills of the profession. The area of concentration (12 credits) allows for in-depth training in a specific subfield of general planning practice. The studio (6 credits) provides experience in applied planning. Unrestricted electives (12 credits) allow for the exploration of a range of planning topics in elective courses and through independent research.

In organizing their programs, students work closely with faculty advisers. Each student must also take one 3-credit internship. As interns, students may work for city and suburban planning agencies, neighborhood development groups, banks, municipal housing or budgeting units, planning journals, and other groups approved by the department. For many students, field experiences have led to full-time employment in their internship agencies after graduation. In addition, the department has periodic internal work opportunities generated by the faculty, which can count towards the internship requirement. Faculty members routinely include in their research grant proposals funds to support graduate research assistants.

The Hunter College graduate program in urban planning is accredited by the Planning Accreditation Board (PAB), which is the national accrediting body of urban planning degree programs. The PAB is sponsored by the Association of Collegiate Schools of Planning (ACSP), the American Institute of Certified Planners (AICP), and the American Planning Association (APA). Students with multiple professional interests may wish to pursue joint degree programs with other New York universities. For example, a joint master of urban planning/juris doctor, available through a cooperative program with Brooklyn Law School, allows students to earn the two degrees in four years of full-time study.

Admission Requirements

Requirements for Admission to the Planning Program

Traditionally, most applicants come from the social sciences (economics, geography, sociology, political science, and urban and American studies), engineering, and architecture. English majors and students of religion, art history, and business have also enrolled. While many students enter Hunter directly from undergraduate study, a large percentage have spent time away from school and return to develop their knowledge and expertise or to prepare for a new career. Applicants must meet the general admission requirements for Hunter graduate programs, except for the Graduate Record Examination, which is not required. The program requires a minimum GPA of 3.0 (although the program may recommend admission to students with lower GPAs when their GRE scores, documentation of professional experience in the field, or graduate-level academic work document adequate preparation to successfully pursue the degree). These requirements include the submission of transcripts and two letters of recommendation, along with a completed online application form submitted through the Hunter College Graduate Admissions Office. Applicants are encouraged to visit the department during scheduled open house sessions and to contact the program director by e-mail with specific questions. Applicants are also encouraged to reach out to individual faculty members who may share their professional or research interests.

Degree Requirements

Requirements for the Master of Urban Planning

The degree requires 54 credits of graduate study. Of these, 42 must be selected within course offerings of the Hunter College graduate program in urban planning. With the approval of the department, 12 credits may be elected from other graduate programs.
Credits are distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Curriculum</td>
<td>21</td>
</tr>
<tr>
<td>Area of Concentration</td>
<td>12</td>
</tr>
<tr>
<td>Planning Studio</td>
<td>6</td>
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<tr>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>12</td>
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</tbody>
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**Core Curriculum**

The core curriculum includes content and courses in four areas: theories and process of urban planning, urban structures, public policy and law, and planning methods and information management. Students must take required courses, except where choices are allowed. The core consists of:

**URBP 70000 - Introduction to Planning**

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

*Hours 3*
*Credits 3*

**URBP 70100 - History and Theory of Urban Planning**

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

*Hours 3*
*Credits 3*

**URBP 71900 - Land Use, People and the Environment**

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

*Hours 3*
*Credits 3*

**URBG 70200 - Structure of the Urban Region**
Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBP 71200 - Methods of Planning Analysis**

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

*Hours 3*  
*Credits 3*

**Areas of Concentration**

The graduate program offers the following areas of concentration: Community Planning and Advocacy (including Human Services), Sustainability and the Environment, Transportation and Infrastructure, Housing and the Built Environment (including Urban Design and Historic Preservation), Economic Development, and General Practice. Each concentration is designed to give students a working knowledge of specific foci within the field of planning. To fulfill the concentration requirement, students select four courses related to the concentration in consultation with their adviser, from the suggested list. Students with special interests may create their own concentration. In developing their programs, students may combine Hunter courses with the resources of the larger City University community or other approved institutions. Some individually tailored specializations may include Education Planning and Policy, Immigration and Global Change, and Urban Information Systems.

**Representative Courses in the Areas of Concentration**

**Community Planning and Advocacy (including Human Services)**

**URBG 75600 - Citizen Participation in Planning and Development**

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 75700 - Politics of Education**
Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

*Hours 45  
Credits 3*

**URBG 75800 - Governing the City**

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

**URBG 76000 - Cities and Health**

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

*Hours 45  
Credits 3*

- URBG 787.11 - Homeless Policy  
- URBG 787.18 - Political Economy of Cities  
- URBG 787.30 - Diversity and the City  
- URBG 787.40 - Community Planning in New York City  
- URBG 787.62 - Inequality and Poverty in the US

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,  
Credits 3 cr*

**Sustainability and the Environment**

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

*Hours 3  
Credits 3*
URBP 72200 - Land Use Planning Workshop

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

**prereq:** URBP 71900 or permission of the instructor

**Hours 3 hrs**

**Credits 3 cr**

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

**Hours 3 hrs**

**Credits 3 cr**

URBP 73500 - Law of Environmental Planning

Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in formulation and implementation of environmental public policy.

**Hours 3 hrs**

**Credits 3 cr**

- URBP 787.17 - Planning for a Sustainable Environment
- URBG 787.71 - Environmental Justice

- Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

**Hours 45 hrs,  
Credits 3 cr**

Transportation and Infrastructure

URBP 72600 - Site Planning Workshop

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

**Hours 3 hrs**

**Credits 3 cr**

URBP 73200 - Introduction to Transportation Planning
Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

**Hours 3 hrs**
**Credits 3 cr**
- URBP 787.38 Public Transportation Planning
- URBG 787.53 Physical Planning of the Waterfront
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

**Hours 45 hrs,**
**Credits 3 cr**

**Housing and the Built Environment (including Urban Design and Historic Preservation)**

**URBG 70200 - Structure of the Urban Region**

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

**Hours 45 hrs,**
**Credits 3 cr**

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

**Hours 3**
**Credits 3**

**URBP 72300 - Introduction to Urban Design**

Analysis of three-dimensional urban space by studying methods of visual perception and notation; criteria for determining desirable spatial relationships; and means of implementing policies to achieve urban design goals.

**Hours 3 hrs**
**Credits 3 cr**

**URBG 72500 - Infrastructure and Site Planning**

Introduction to installed infrastructure systems (water supply, sewage, roadways, etc.) and physical aspects of site development (surveying, landscaping, facilities design, environmental concerns).
URBP 72600 - Site Planning Workshop
Hours 45 hrs, Credit 3 cr
Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

URBG 72700 - Introduction to Housing
Hours 3 hrs, Credit 3 cr
Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

URBG 74200 - Economics of Real Estate Development
Hours 45 hrs, Credit 3 cr
Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

- URBG 787.01 Housing in the Global City
- URBP 787.1B Urban Spaces and the Public Sphere
- URBP 787.1C Urban Form and Zoning in New York City
- URBP 787.1K Gentrification: Roots and Remedies
- URBG 787.11 Homeless Policy
- URBG 787.12 Regulating Urban Form
- URBP 787.83 Preserving the City
- URBG 787.99 Politics of Gentrification
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs
Hours 45 hrs, Credit 3 cr
Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Economic Development

URBG 74000 - Planning for Economic Development
Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

*Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning*

**URBG 74200 - Economics of Real Estate Development**

Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

*Hours 45 hrs,
Credits 3 cr*

**URBP 74700 - Planning in the Budget Process**

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs
Credits 3 cr*

**URBG 75700 - Politics of Education**

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

*Hours 45
Credits 3*

- URBG 787.18 - Political Economy of Cities
- URBG 787.30 - Diversity and the City
- URBG 787.62 - Inequality and Poverty in the US
- URBP 787.86 - Revitalizing the City
- URBG 787.88 - Economic Development Workshop
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr*

**General Practice**
URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,*
*Credits 3 cr*

URBP 73200 - Introduction to Transportation Planning

Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

*Hours 3 hrs*
*Credits 3 cr*

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

*Hours 45 hrs,*
*Credits 3 cr*

*Open only to graduate students matriculated in Department of Urban Affairs and Planning*

- URBP 787.17 - Planning for a Sustainable Environment
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration
- URBG 78700 Selected Topics in Urban Planning and Urban Affairs -or- URBP 78700 Selected Topics in Urban Planning and Urban Affairs

Planning Studio

To solidify knowledge and skills gained in the core curriculum and other courses, students are required to participate in a 6-credit planning studio. This requirement is satisfied by completion of URBP 73700 (6 credits) or URBP 73800 (Planning Studio I, 3 credits) and URBP 73900 (Planning Studio II, 3 credits), which are taken consecutively. Ordinarily students take the studio course in their second year of study or after completion of at least 27 credits of work.

Applied Behavior Analysis - MS / Advanced Certificate

The Hunter College School of Education Master of Science in Applied Behavior Analysis (ABA) program (Academic Plan: APBEH-MS) will provide intensive training in behavior analytic intervention to professionals seeking to work or currently working with children, youth, and adults with autism spectrum disorder as well as to the supervisors and administrators of the programs in which they work. These professionals will then be well prepared to implement applied behavior analytic interventions with this population. Applied behavior analysts work with individuals ranging in age from infancy through adulthood and old age in settings that include schools, homes, day programs, communities, residential care settings, businesses and research laboratories. The program will prepare students to develop, deliver, and evaluate the effectiveness of applied behavior analytic intervention for learners with autism and increase the availability of professionals who have the appropriate training and experience to provide behavior analytic services to
children, adolescents and adults with autism spectrum disorders. Students who complete the Master of Science will have the graduate training necessary to sit for the national Board Certified Behavior Analyst® (BCBA) exam. Upon passing the BCBA exam, graduates will be eligible for New York State's new license in behavior analysis.

The post-master's, advanced certificate program (Academic Plan: APBEH-AC) provides intensive training to professionals in applied behavior analysis and its applications to working with children, youth and adults with autism spectrum disorder as well as to supervisors and administrators of Applied Behavior Analysis programs. This program is designed to prepare professionals to implement ABA intervention and to sit for the international Board Certified Behavior Analyst® exam. This program does not lead to NYS certification.

Admission Requirements

Master's Degree

1. A bachelor's or master's degree from a regionally-accredited university and a minimum 3.0 GPA.
2. Resume and two professional references to be included with the application for matriculation.
3. GRE scores.
4. If admissions requirements are met, an interview with program faculty.

Advanced Certificate

1. A master's degree from an accredited institution in education, psychology, or behavior analysis, and a minimum 3.0 GPA.
2. Applicants who meet the eligibility criteria will be interviewed.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for these programs.*

Progress Standards for Master of Science

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of INC (incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more Ins will not be allowed to register for any courses.
4. All field experiences will take place at a site affiliated with the ABA program at Hunter College.
5. Any student who receives a grade below a B in a field experience course must apply to the chairperson of the department to repeat that course, which may only be repeated once.
6. Any student who receives a grade of F, INC, or WU may not reregister and will not be allowed to continue in the program.

Progress Standards for Advanced Certificate

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more Ins will not be allowed to register for any courses.
4. **Key Course Performance Standards**
   - Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
   - Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).

**Courses**

**Academic Plans**

- Master’s Degree: APBEH-MS
- Advanced Certificate: APBEH-AC

**Total Credits**

- APBEH-MS: 44
- APBEH-AC: 18

**Course of Study Master of Science**

**CEDF 71500 - Diversity in the American School**

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

*Hours* 45 hrs
*Credits* 3

**EDABA 72000 - Managing Behavior Analytic Records**

This course provides a comprehensive review of the legal and ethical management of behavior analytic records in the context of professional behavior analytic practice. Topics to be covered include the legal and regulatory requirements for behavior analytic record keeping along with use of behavior analytic data in professional practice.

*Hours* 2
*Credits* 2

**EDABA 74000 - Philosophy of Behaviorism**

This course examines radical behaviorism in a broad historical, theoretical, and philosophical context. Works by B. F. Skinner and analyses and extensions of these works will be discussed. Radical, contextual, methodological, and feminist behaviorism will be analyzed and their historical roots investigated. Readings will explore major conceptual issues such as determinism, mentalism, selection by consequences, freedom, control, and responsibility. Finally, the course will cover social issues and cultural design as applications of behavioral thinking.

*prereq: EDABA 79100, EDABA 79500, EDABA 79800*
*Hours* 3
*Credits* 3.0

**EDABA 75000 - Analysis of Verbal Behavior**
This course introduces students to a behavior analytic approach to language and to the interaction between speakers and listeners. The course will cover types of elementary verbal behavior. Students will learn to recognize examples of these concepts as they occur in everyday life. Research articles that report on teaching verbal behavior to learners will be analyzed.

prereq: EDABA 795, EDABA 796, and EDABA 798
Hours 3
Credits 3

EDABA 75500 - Functional Behavior Assessment

This course examines various behavior analytic assessment methods that are designed to identify the function of challenging behavior. Both experimental and non-experimental assessment methodologies will be examined along with methods of data collection and analysis.

prereq: EDABA 795 or EDABA 798
Hours 3
Credits 3

EDABA 77000 - Practicum in Applied Behavior Analysis I (KC)

This course is designed to teach students about personnel supervision and management and to give them some experience conducting fieldwork. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from discriminated operants, reinforcement schedules, and social learning. applied behavior analytic interventions is required. Specific topics to be covered during this course include: how to go about accruing certification hours, securing a supervision contract, and how to adequately train and supervise staff.

prereq: EDABA 795 and approval of graduate advisor
Hours 3
Credits 3
Includes 180 hours of field experience.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDABA 77100 - Practicum in Applied Behavior Analysis II (KC)

This course is the second of a two-course sequence in conducting fieldwork in applied behavior analytic settings. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from applied behavior analytic interventions is required.

prereq: EDABA 770 and approval of graduate advisor
Hours 3
Credits 3
Includes 180 hours of field experience.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
EDABA 79000 - Single-Subject Research Design

This course is an introduction to single-subject research methods used in applied behavior analysis. In addition, data collection, data analysis, and data presentation will be covered.

Hours 45
Credits 3

EDABA 79100 - Ethics and Professionalism for Applied Behavior Analysts

This course provides an introduction to ethical and professional behavior for applied behavior analysts. Topics to be covered include a variety of ethical and professional issues for applied behavior analysts as they relate to research and practice.

Hours 45
Credits 3

EDABA 79500 - Applied Behavior Analysis I (KC)

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

Hours 3
Credits 3

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

EDABA 79600 - Applied Behavior Analysis II (KC)

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

prereq: EDABA 79500
Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDABA 79800 - Behavior Analytic Approaches to Learning
This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

*Hours 45  
Credits 3*

- Take Either -

**EDABA 79900 - Applied Behavior Analytic Autism Intervention**

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

*prereq: EDABA 79500 or EDABA 79800  
Hours 45  
Credits 3*

- or -

**EDABA 79300 - Applied Behavior Analytic Autism Intervention for Adults**

This course examines applied behavior analytic intervention for adults with autism spectrum disorder. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include promoting independence, social skills, healthcare, leisure skills, vocational skills, employment, and managing problem behavior. Other areas to be covered include motivational systems, behavior assessment and staff training.

*Hours 3 hrs  
Credits 3*

SELECT EITHER THESIS OR CLINICAL CAPSTONE

**THESIS TRACK**

**EDABA 78000 - Thesis I (KC)**

This course is the first course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct a literature review, develop a research proposal, and apply for necessary research approvals.

*prereq: EDABA 790, EDABA 791 and approval of graduate advisor  
Hours 3 plus conferences  
Credits 3*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*
EDABA 78100 - Thesis II (KC)

This course is the second course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct an original research project based on the proposal developed in EDABA 780.

prereq: EDABA 780 and approval of graduate advisor
Hours 3 plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CLINICAL TRACK

EDABA 78500 - Clinical Capstone 1

This course is the first course in a two-course sequence in which students conduct a literature review on a relevant applied topic and then write a clinical handbook or create a clinical training module based on this review. Under the supervision of a faculty advisor, students in EDABA 78500, identify a relevant area of behavior analytic application, conduct a comprehensive literature review on the topic, and defend the review to a committee of experts.

prereq: EDABA 79000, EDABA 79100, EDABA 79600, EDABA 75500, and graduate academic advisor approval
Hours 3
Credits 3.0

EDABA 78600 - Clinical Capstone 2

This course is the second course in a two-course sequence in which students write a clinical handbook or create a clinical training module based on recommendations from their literature review in EDABA 78500. This will occur under the supervision of a faculty advisor. The final product will be defended in front of a committee of experts.

prereq: Approval of graduate academic advisor.
Hours 3
Credits 3.0

Course of Study Advanced Certificate

EDABA 79100 - Ethics and Professionalism for Applied Behavior Analysts

This course provides an introduction to ethical and professional behavior for applied behavior analysts. Topics to be covered include a variety of ethical and professional issues for applied behavior analysts as they relate to research and practice.
EDABA 79500 - Applied Behavior Analysis I (KC)

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

EDABA 79600 - Applied Behavior Analysis II (KC)

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

prereq: EDABA 79500

EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

EDABA 79000 - Single-Subject Research Design

This course is an introduction to single-subject research methods used in applied behavior analysis. In addition, data collection, data analysis, and data presentation will be covered.

-Take Either-
EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

**prereq:** EDABA 79500 or EDABA 79800
**Hours** 45  
**Credits** 3

-or-

EDABA 79300 - Applied Behavior Analytic Autism Intervention for Adults

This course examines applied behavior analytic intervention for adults with autism spectrum disorder. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include promoting independence, social skills, healthcare, leisure skills, vocational skills, employment, and managing problem behavior. Other areas to be covered include motivational systems, behavior assessment and staff training.

**Hours** 3 hrs  
**Credits** 3

Exit Requirements

**Master's Degree**

1. An overall GPA of 3.0.

**Advanced Certificate**

1. An overall GPA of 3.0.
2. No course grade below B

Nursing Administration/Urban Policy and Leadership - MS/MS

The is a dual degree program (Master of Science in Nursing Administration and Master of Science in Urban Policy and Leadership) in collaboration with the Department of Urban Policy and Planning, School of Arts and Sciences. The MSNA/MSUPL program prepares nurses to assume positions of leadership in a variety of health care settings, systems and agencies. The program emphasizes multidisciplinary approaches to management, policy, and planning in nursing and health care, particularly within urban settings.

The program will provide graduates with the essential knowledge and abilities needed to function as effective nurse administrators across the continuum of care, from wellness to illness. Emphasis will be placed on the provision of leadership for the planning of community-based care, integrated systems, and community networks. Theoretical, practical, and technical considerations around urban problems, public policy, and strategies for change will also be emphasized.
The program's curriculum emphasizes the acquisition of interdisciplinary skills and knowledge about health administration, urban policy, urban policy processes, and leadership in the public and non-profit sectors. It encourages creative critical thinking about health care and the influence of social, economic and political changes. The program's educational objectives seek to: achieve integrated understandings of urban healthcare problems; gain appreciation of the structure of the urban community and the people who live and work there; develop skill in managing and evaluating healthcare programs, and use the results of policy and program analysis in decision-making and problem-solving.

**Nursing Administration MS/Urban Policy and Leadership MS - 52 credits**

**MS Nursing administration 25 credits**

**MS Urban Policy and Leadership 27 credits**

**Admissions Requirements**

Candidates apply to both programs and are admitted separately.

**MS in Nursing Administration**

- Graduation from an accredited baccalaureate program in nursing
- Licensure and current registration as an RN in New York State
- Cumulative undergraduate GPA of 3.0 overall and in nursing coursework
- Completion of a basic statistics course and an undergraduate research course
- Completion of an on-line application form including a personal statement and at least two relevant letters of recommendation from a supervisor or faculty member
- Statement of purpose delineating your rationale for interest in the program and your related goals moving forward

Please note that these are the minimum requirements; meeting them does not guarantee admission.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

**MS in Urban Policy and Leadership**

Applicants must meet Hunter's general graduate admission requirements, except for the Graduate Record Examination, which is not required. Applicants must present at least 12 undergraduate credits in social science. Students with relevant undergraduate majors or nonacademic experience may, after consultation with the graduate adviser, request admission with special conditions.

**Nursing Administration Core (12 Credits)**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
Credits 3*
NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*
*Hours 45*
*Credits 3*

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45*
*Credits 3*

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*
*Credits 3 cr.*

Urban Policy and Leadership Core (21 credits)

Core Urban Policy and Leadership General (12 credits)

URBG 70100 - Introduction to Organization and Management for the Public and Non-Profit Sectors

An introduction to organizational structures and theories, with attention to the identification and analysis of management challenges that organizations face when seeking to carry out public purposes in urban settings. This is a core requirement for MS students in the non-profit track, and an elective for others.

*Hours 3 hrs*
*Credits 3 cr.*

URBG 79000 - Urban Development Workshop I

Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.

*prereq: permission of the adviser*
*Credits 6 cr*

URBG 79200 - Urban Affairs Capstone
Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser

Hours 45 hrs,
Credits 3 cr

Core Methods Courses (6 credits)

**URBG 70600 - Introduction to Policy Analysis**

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

Hours 45 hrs,
Credits 3 cr

& one of the following three

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,
Credits 3 cr

**GTECH 70900 - Introduction to Geographic Information Systems**

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

Hours 4
Credits 3
Material Fee: $15.00

**URBG 71300 - Introduction to Qualitative Research Methods**

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

Core Structure Course (3 credits.)

**URBG 70200 - Structure of the Urban Region**
Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

Hours 45 hrs, 
Credits 3 cr
-or-

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constrints, suburbanization, and secession and ask, "Is it getting better?"

MS Nursing Administration specialization courses, (10 credits)

NURS 74000 - Leadership and Management in Health Care II

Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

prereq: NURS 70400, NURS 73500
Hours The credits/hours are 37.5 hrs lecture, 15 hrs seminar, 166 hrs practicum
Credits 5 cr.

NURS 74500 - Leadership and Management in Health Care III

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

prereq: NURS 74000
Hours 37.5 hours theory, 15 hours seminar, 166 hours practicum,
Credits 5 cr.

Nursing Administration elective (3 Credits)

One (1) three-credit Nursing Administration elective, chosen in consultation with academic adviser.

Urban Policy and Leadership electives - 6 credits

Two 3-credit electives in Urban Policy and Leadership chosen in consultation with an academic adviser.

Summary

<table>
<thead>
<tr>
<th>Nursing Administration</th>
<th>Credits</th>
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### Core Courses
- 

### Specialization Courses
- 

### Elective
- 

### Total for MS in Nursing Administration
- 25

### Urban Policy and Leadership

<table>
<thead>
<tr>
<th>Core Courses (leadership, methods, structure, workshop, capstone)</th>
<th>21</th>
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<tbody>
<tr>
<td>Electives</td>
<td>6</td>
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<tr>
<td>Total for MS in Urban Policy and Leadership</td>
<td>27</td>
</tr>
</tbody>
</table>

### Total for dual degree MS/MS
- 52

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**Dual Degree in Social Work and Divinity - MSW/MDiv**

**Introduction**

The Silberman School of Social Work at Hunter College (SSSW) and the Union Theological Seminary (UTS) are internationally recognized leaders in social work and theological education, respectively. Complementing Silberman's mission and historical commitment to social justice, UTS – the oldest independent seminary in the nation – is distinguished by an interdenominational, interreligious focus and strong ethics curriculum. Its students develop integrated understandings of spiritual and social contexts. Located in East Harlem (SSSW) and Morningside Heights (UTS), neighborhoods which face disproportionate social challenges, these two schools are poised to capitalize on their proximity and mutual responsiveness to the needs of New York City communities. Together, SSSW and UTS offer the MSW-MDiv Dual Degree Program in Social Work and Divinity to streamline the pathway to earning both degrees, maximizing educational experiences and professional opportunities for students interested in careers that bridge religious studies with clinical social work.

The MSW-MDiv Dual Degree Program builds upon core values shared by these two vocations across their closely entwined histories of social justice, community empowerment, and service. These values include: an appreciation of the diversity of religious and spiritual beliefs, and how these influence individuals and communities; the connection of the bio-psycho-social to the spiritual; and self-awareness as students and practitioners explore their personal and professional identities. To this end, the Program's goals are to:

- Train master's-level professionals who can provide multi-level, comprehensive, and effective services to assure the health and well-being of individuals, communities, and populations while understanding, mobilizing, and supporting spiritual beliefs, networks, and organizations as significant resources.
• Facilitate students' attainment of social work, spiritual care, and interdisciplinary competencies.

• Facilitate interdisciplinary collaboration between SSSW and UTS faculty and staff in curriculum development, teaching, research, and practice.

• Partner with organizations in East Harlem, Morningside Heights, and other urban communities of need to develop multi-disciplinary service learning experiences and applied research opportunities that utilize spiritual beliefs and practices, networks, and organizations to ameliorate health disparities and improve well-being.

Students in the MSW-MDiv Dual Degree Program are able to earn both degrees concurrently in four years through a streamlined, 105-credit curriculum based upon the goals above – compared to 138 credits over five years, which would be required in order to complete them separately. This streamlined curriculum removes overlapping course requirements; cross-honors electives; and ensures that students achieve competencies required among both MSW and MDiv graduates. For more details about the curriculum, please see Program Description below.

What Can I Do with my MSW-MDiv Dual Degree?

Students who graduate from the MSW-MDiv Dual Degree Program will be highly prepared for professional practice that integrates spirituality with clinical social work and social welfare. Recent literature points to the growing value of this dual-expertise. Religion and spirituality are increasingly seen as integral to the lives of many of the populations social workers have historically served. Since 2011, the Council on Social Work Education (CSWE) has dedicated resources to building social workers' capacities with diverse religious and spiritual expression among their clients. The field of theology at the same time has moved to prepare ministers to serve people and communities facing adverse challenges, through a deep understanding of social systems, structures, oppression, and injustice. Graduates of the MSW-MDiv Dual Degree Program will enter a professional landscape with a strong demand for their unique combination of competencies, skills, and expertise.

Specific professional roles that MSW-MDiv graduates will be well-prepared for include:

Professional Roles for MSW/MDiv Dual Degree Graduates

**Chaplaincy**

Hospital

Prison

Higher Education/University

Military

Police/Firefighters

Athletic Leagues

**Clinical Social Worker**

Individual

Family
Small Groups

Ordained Religious Leader/Clergy/Pastor

Executive Director

Discharge Planner

Grants Administrator

Grant Writer

Community Organizer

Program Director

Project Manager

Program Coordinator

Substance Abuse Counselor

Pastoral Psychotherapist

Admissions Requirements & Registration

Prospective MSW-MDiv Dual Degree Program students typically must apply to each school separately and simultaneously, and must gain admission to each school according to its standard criteria.

Silberman School of Social Work at Hunter College – MSW Program, Full-Time Pathway in the Clinical Practice method – SSSW Admissions

Union Theological Seminary – Union Theological Admissions

Applicants may indicate that they are applying for the Program by selecting a designated option on CUNY’s “Apply Yourself” application portal.

Union Theological students who decide to pursue the Dual Degree Program after they have begun MDiv studies must apply and gain admission to SSSW prior to the end of their first semester at UTS. Likewise, Silberman students who decide to pursue the Program after they have begun MSW studies must apply and gain admission to UTS prior to the end of their first semester at SSSW. In both of these cases, individual modifications to the program pathway may be necessary and the student's time to completion may be more than four years.

Once matriculated in the MSW-MDiv Dual Degree Program, students must register at both the Silberman School of Social Work and Union Theological Seminary. For the first two years of the program, Union Theological Seminary serves as the student's primary institution of record and handles the bulk of student registration; the Silberman School of Social Work then takes on this role during the student's final two years in the program.
Advisement

Each school maintains a dedicated advisor for students in the MSW-MDiv Dual Degree Program, who is able to answer questions and assist matriculated students with course registration, degree planning, and accessing resources for success:

Ms. Pamela DeCuir  
Dual Degree Academic Advisor  
Silberman School of Social Work at Hunter College  
pdecuir@hunter.cuny.edu

The Reverend Dr. Violet Lee  
Dual Degree Academic Advisor  
Union Theological Seminary  
vlee@uts.columbia.edu

MSW/MDiv Program Description

The 105-credit MSW-MDiv curriculum includes 48 credits from UTS, 51 credits from Silberman, and 6 integrated credits (three credits of which are allocated to each program for a total of 51 and 54 credits, respectively). It is designed to provide students with competencies in social work and theological principles, methods, and evidenced-based practice, as well as interdisciplinary competencies in understanding and addressing urban social problems and advocating for social justice issues. The curriculum is comprised of most existing courses within each discipline. The major components are summarized below.

For the greatest level of detail on curricular requirements specific to Union Theological Seminary, please see UTS Academics.

See here for UTS Course Descriptions.

A. Required core and foundation courses

YEAR ONE

YEAR ONE Social Work foundation courses: (6 credits)

Students will gain a foundation in social work frameworks and approaches, including anti-oppressive work, through a year-long required course named Practice Lab.

SSW 71700 - Social Work Practice Learning Lab 1  
SSW 71800 - Social Work Practice Learning Lab 2

YEAR ONE UTS core courses: (23-27 credits)

Students will gain foundational knowledge and understanding of the historical and contemporary sources, methods, issues, and perspectives addressed within and by theological disciplines. Students will complete courses in four of the five core areas of the M.Div. curriculum: Bible, Church History, Theology, and Interreligious Engagement. See UTS Course Descriptions.

BX 101 Introduction to the Bible (4 cr) -or-
OT 101 Introduction to the Old Testament (4 cr)/101a Contents of the Old Testament
CH 107 Introduction to Christian History: The First Millennium (2 cr) -or- CH 109 History of Christianity since Reformation (2 cr)
ST 103 Foundations in Christian Theology (3 cr) (or ST 104 Foundations in Christian Theology II in spring) (3 cr)
IE 102 Religions in the City (3 cr)
NT 101 Introduction to the New Testament (4 cr)/NT 101a Contents of the New Testament (1 cr) -or- Bible elective #1
CH 108 The History of Christianity Part 2: Western European Church History (c. 1000-c. 2000) (2 cr) -or- CH 101 Christianity in Historical Perspective (3 cr)
ST 104 Foundations in Christian Theology II (3 cr) or ST 103 Foundations in Christian Theology (3 cr) in the fall
CW 103 Introduction to Preaching and Worship (3 cr) -or- CA 102

Year 1 Semester breakdown UTS and SSW

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<tr>
<td>BX 101 or OT 101/101a</td>
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<tr>
<td>CH 107 or CH 109</td>
<td>2 credits</td>
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<tr>
<td>ST 103 (or ST 104 in spring)</td>
<td>3 credits</td>
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<td>IE 102</td>
<td>3 credits</td>
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<tr>
<td>SSW 7100</td>
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<td>NT 101/101a or Bible elective #1</td>
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<td>3-5 credits</td>
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<td>CH 108 or CH 101</td>
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<td>CW 103 or CA 102</td>
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<td>SSW 71800</td>
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YEAR TWO

YEAR TWO Social Welfare Policy foundation courses (6 credits)

Students will gain a foundation in social welfare policies and their relevance to social service delivery and practice.

- SSW 701xx Social Welfare Policy and Services I - Course in 701xx series to be determined in consultation with adviser.
- SSW 702xx Social Welfare Policy and Services II - Specialized courses in the 702xx series to be determined in consultation with adviser.

YEAR TWO UTS core courses: (18-20 credits)

Students will complete their foundational Bible and History courses and will develop practical skills in courses taken in the fifth core area, Practical Theology. See UTS Course Descriptions

BX 201 The Arts of Reading: Exegetical Practicum (3 cr) -or- Bible elective
CH 107 Introduction to Christian History: The First Millennium (2 cr) -or- CH 109 History of Christianity since Reformation (2 cr) -or- CH elective (2-3 cr)
Theology elective (ST, CE, PR) (3 cr)
PS 101 & PS 110 (for CPE) or practical theology elective (3 cr)
YEAR TWO Semester breakdown UTS and SSW

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<td>BX 201 or Bible elective #2</td>
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<tr>
<td>3 credits</td>
<td>CW 104 or CA 102</td>
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<tr>
<td>CH 107 or 109 -or- CH elective</td>
<td>2-3 credits</td>
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<tr>
<td>3 credits</td>
<td>IE elective</td>
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<tr>
<td>Theology elective (ST,CE, PR)</td>
<td>3 credits</td>
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<tr>
<td>UTS general electives, (e.g., denominational requirements)*</td>
<td>3 credits</td>
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<tr>
<td>PS 101 &amp; PS 110 (for CPE) -or- practical theology elective</td>
<td>3 credits</td>
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<tr>
<td>SSW 701xx Social Welfare Policy I</td>
<td>3 credits</td>
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<tr>
<td>SSW 702xx Social Welfare Policy II</td>
<td>3 credits</td>
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Summer CPE - recommend elective (6 credits)

*The required number of UTS general elective credits ranges from 10-14 credits depending on a student's Option A or Option B choices in the Biblical, Historical, or Practical fields. Most electives carry three credits but some may carry one or two credits (e.g., SU courses sand guided readings).

YEAR THREE

Students will learn concepts relevant to each phase of the life cycle within the conceptual framework of human behavior and its interaction with the social environment.

Human Behavior in the Social Environment (6 credits)

**SSW 71100 - Human Behavior and the Social Environment I**

Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.

**Credits 3**

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**SSW 71200 - Human Behavior and the Social Environment II**
Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multicausality, gender, social class, and cultural pluralism and diversity.

prereq: SSW 711  
Credits 3  
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Foundation Practice Method: Clinical Practice with Individuals, Families, and Small Groups (6 credits)

The method-based concentration at the Silberman School of Social Work, known as the Practice Method, is integral to students' academic and professional experiences throughout the MSW Program. Students in the MSW-MDiv Dual Degree Program must enroll in the Clinical Practice with individuals, Families, and Small Groups (CPIFG) Practice Method. In Year Three, they will develop foundational competencies in assessment, diagnosis, and treatment including psychotherapy and counseling; client-centered advocacy; consultation and evaluations.

SSW 72100 - Clinical Practice with Individuals Families, and Small Groups I

Development and use of clinical theory, practice and process. Integration and application of the values that underpin social work practice to engagement, biopsychosocial assessment and intervention.

prereq: SSW 71700  
Credits 3  
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72200 - Clinical Practice with Individuals Families, and Small Groups II

Application of clinical principles, including those of psychodynamic and family systems theories. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

prereq: SSW 72100  
Credits 3  
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Foundation Field Practicum (6 credits)

The foundation-level field practicum is a crucial component of Field Education at the Silberman School of Social Work. Please see immediately below for more detail about Field Education.

SSW 76100 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

Credits 3  
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information and
SSW 76200 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

**prereq:** SSW 76100

**Credits 3**

*Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

Integrative Professional Seminar (3 credits)

All MSW-MDiv students take two semester-long courses that are meant to synthesize and integrate learning, first at the end of year three and again at the end of the program in year four. Known as the Integrative Professional Seminar, these courses focus on integrating students’ identities as both social workers and faith-based practitioners to help launch them as professionals.

SSW 79000 - Professional Seminar

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

**Credits 3**

*This is a required course for all students.*

**YEAR Three Semester breakdown UTS and SSW**

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<tr>
<td>SSW 76100 - Field Instruction I</td>
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<td>SSW 72100 - CPIFG</td>
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<td>UTS general elective*</td>
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Summer CPE - recommended elective (6 credits)

*The required number of UTS general elective credits ranges from 10-14 credits depending on a student's Option A or Option B choices in the Biblical, Historical, or Practical fields. Most electives carry three credits but some may carry one or two credits (e.g., SU courses sand guided readings).

*** The Integrative Professional Seminar satisfies both UTS and Silberman requirements

**YEAR FOUR**
Human Behavior in the Social Environment (3 credits)

**SSW 71300 - Human Behavior and the Social Environment III**

Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

*prereq: SSW 711 and 712  
Credits 3  
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**Advanced Practice Method: Clinical Practice with Individuals, Families, and Small Groups (3 credits)**

In Year Four, students will develop advanced competencies in assessment, diagnosis and treatment including psychotherapy and counseling; client-centered advocacy; consultation and evaluations.

**SSW 72300 - Clinical Practice with Individuals Families, and Small Groups III**

Expands and deepens knowledge and skills from multiple theoretical perspectives for professional practice. Exploration of contemporary time-limited clinical practice models with a focus on the interface of these approaches with contextual factors such as agency setting; socio-cultural specificity and the client-worker relationship in assessment and intervention will be emphasized.

*prereq: SSW 72100 and 72200  
Credits 3  
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**Advanced Field Practicum (6 credits)**

The advanced-level field practicum is a crucial component of Field Education at the Silberman School of Social Work. Please see immediately below for more detail about Field Education.

**Social Work Research (6 credits)**

Students will learn basic research methods and data analysis within the context of social work.

**SSW 75100 - Social Work Research I**

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

*Credits 3  
SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**SSW 75200 - Social Work Research II**
Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

**prereq:** SSW 75100 or equivalent  
**Credits 3**  
SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**Integrative Professional Seminar (3 credits)**

All MSW-MDiv students take two semester-long courses that are meant to synthesize and integrate learning, first at the end of year three and again at the end of the program in year four. Known as the Integrative Professional Seminar, these courses focus on integrating students’ identities as both social workers and faith-based practitioners to help launch them as professionals.

**SSW 79000 - Professional Seminar**

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

**Credits 3**  
*This is a required course for all students.*

**YEAR Four Semester breakdown UTS and SSW**

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<td>UTS general elective*</td>
<td>***Integrative Professional Seminar</td>
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<td>1-3 credits</td>
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* The required number of UTS general elective credits ranges from 10-14 credits depending on a student’s Option A or Option B choices in the Biblical, Historical, or Practical fields. Most electives carry three credits but some may carry one or two credits (e.g., SU courses and guided readings).

**Silberman requires two 3-credit electives. Silberman will accept three UTS elective credits in satisfaction of one 3-credit Silberman course.**

**III The Integrative Professional Seminar satisfies both UTS and Silberman requirements.**

**Field Education**
As professional practice degrees, both the MSW and MDiv require students to engage in supervised field placements, in which they have the opportunity to apply classroom knowledge and theories to real-world situations. All MSW-MDiv students complete field placements that incorporate into practice the knowledge, values, and skills of both disciplines. Because SSW field requirements are greater than those of UTS, SSSW will take the lead in assigning and supervising field instruction. SSSW and UTS will also identify a field advisor who holds the MSW or MDiv and knowledge of both disciplines to supervise field placements, and field instructors with experience providing instruction in dual degree programs. Students will complete between 900 and 1,200 hours of supervised field practicum as required for licensure as a Licensed Master Social Worker (LMSW) in New York State. These practica are taken in Years Three and Four, with SSW 76100 and SSW 76200 in Year Three (Foundation Field Practicum) and SSW 76300 and SSW 76400 in Year Four (Advanced Field Practicum).

B. Elective courses

Students complete seven elective courses spread between Years Two, Three, and Four, to be selected based on their academic and professional interests and goals in consultation with their academic advisor. At least one elective course should be taken from each school. UTS strongly recommends that dual degree students, particularly those on the clinical MSW path, take one unit of Clinical Pastoral Education (CPE) for 6 credits that will count toward their MDiv elective requirements.

Continuing Education and Licensure in Social Work

Licensure

Licensure is the national standard for practicing social workers. After earning the MSW, a social worker may become licensed as a Licensed Master Social Worker (LMSW) by passing an exam administered by the Association of Social Work Boards (ASWB). An LMSW may then become licensed as a Licensed Clinical Social Worker (LCSW) after four years of professional practice and additional preparation for the LCSW exam. The Silberman School of Social Work is committed to ensuring that students, while they are enrolled, become prepared to take and pass the LMSW exam. The School's Licensure Central initiative is a digital gateway available through the Hunter Blackboard portal that provides students with resources, materials, information, and practical steps to help them become licensed LMSWs. The School's Department of Continuing Education, additionally, offers courses for alumni and others dedicated to licensure preparation.

Continuing Education

The Silberman School of Social Work at Hunter College is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers (#0148). The Continuing Education and Training program at Silberman is intended for social workers seeking to fulfill their commitment to lifelong learning. It is designed to help them maintain, enhance, and hone their professional practice, knowledge, and skills. Using the method-based approach to curriculum development that informs all of Silberman's programs, Continuing Education classes reflect the School's core values and strengths in clinical practice, community organization and program development, and organizational management and leadership. Taught by a distinguished faculty of social workers, researchers, and trainers, participants gain practical, hands-on and cutting-edge knowledge of a wide range of contemporary social work issues. Classes range in duration from four hours to two-day workshops in the evenings and on weekends. For more information about Continuing Education at Silberman, please click visit the School's website.
School of Arts and Sciences

Hunter College has a longstanding commitment to graduate education, having first offered graduate courses in 1921. With an outstanding faculty celebrated for its research, creative work, and service to the community, the School of Arts and Sciences offer a broad range of liberal arts and professional programs. Graduate courses of study lead to MA, MS, MUP and/or MFA degrees; in addition, some programs welcome non-degree students. Besides teaching in Hunter's graduate programs, many of the School's faculty members participate in the doctoral programs housed at the City University of New York's Graduate Center.

Master's degrees

To gain admission as a matriculated student, the applicant must satisfy the college's general graduate admission requirements unless otherwise specified by a department.

Prospective students apply to the program of their choice through the college's Office of Graduate Admissions 695 Park Avenue, Room 223 North, New York, NY 10065; (212) 396-6049. For further information on admission and degree requirements, consult the individual departmental listings in this catalog and on our website: www.hunter.cuny.edu.

Most graduate programs in the School of Arts and Sciences are housed at Hunter's main campus, located at Lexington Avenue and 68th Street. The MFA program in Studio Art is located downtown in a new facility at 205 Hudson Street.

Office of the Dean:

812 East
(212) 772-5121

Dean:

Andrew Polsky
(212) 772-5121

Web site: http://www.hunter.cuny.edu/arts_sci/deans_office

Anthropology

OVERVIEW

Anthropology is the study of humanity in all its cultural and biological diversity. In the United States, the discipline traditionally includes four fields: archaeological, biological, cultural, and linguistic anthropology, although research increasingly examines questions at the borders of the fields or which span more than one field. Anthropology provides essential foundations and perspectives for the study of the social and natural sciences and the humanities, as well as for applied professions such as education, public health, and social work. The Anthropology curriculum emphasizes
original research, scholarly writing, informed critical thinking, and the understanding of and tolerance for diverse cultures and ways of life.

We consider hands-on training in qualitative and quantitative methods to be an integral part of graduate training. The faculty is actively involved in interdisciplinary teaching, interdepartmental collaborative efforts, and individual and team research projects, including many that involve new information technologies, cultural resource management, environmental impact assessment, ethnicity and gender, regional and area studies, and economic development, to name a few. The Department is also committed to involving graduate students in ongoing faculty-supported research, and in encouraging independent student-initiated research projects.

The Master's program is tied to the evening course schedule with the majority of courses commencing after 5:00 PM, thereby offering a unique educational resource in an urban area where the majority of potential graduate students are self-supporting and hold full-time jobs.

What can I do with my degree in Anthropology?

The program prepares you for further study in a Ph.D. program, as well as for careers in government, the private sector, non-governmental organizations, museums, and numerous other fields.

Programs and Courses

Programs and Courses in Anthropology

Adminstration and Faculty

Department Office:

722 North
(212) 772-5410
http://hunter.cuny.edu/anthropology

Chair:

Chair and Graduate Adviser:

Leo Coleman
722 Hunter North
(212) 396-6780
anthroma@hunter.cuny.edu

Faculty

Anthropology Faculty

Anthropology - MA
Program

The Department of Anthropology at Hunter College offers the only master's program in anthropology within the CUNY system. The program offers courses in cultural anthropology, biological anthropology, archaeology, and anthropological linguistics, in order to prepare students for careers in research, teaching and applied fields.

The program offers many courses in the evening to accommodate students who hold full-time jobs. Virtually all students who complete the MA program and apply to PhD programs at other institutions are admitted to a program. Some MA students are accepted to PhD programs before completing the requirements for the Hunter MA. Hunter MA students may take courses at the CUNY Graduate Center. Most of the Hunter anthropology faculty are also members of the faculty of the Graduate Center's doctoral program in anthropology. Students are encouraged to participate in faculty research, much of which is externally funded, providing limited opportunities for part-time employment. Scholarships and grants are also available for students in the program to participate in field schools and to conduct field research. Please see our website and contact the graduate adviser for more information.

Requirements for Admission

In addition to meeting the general requirements for admission, students must have at least 9 credits in undergraduate anthropology or a related field, although in special cases this requirement may be waived.

Requirements for the Degree

Requirements for the MA in Anthropology

A minimum of 30 credits beyond the BA.

1. Required Courses (9 credits)

ANTH 70100 - Foundations of Anthropology

Surveys history and methods of anthropology, and provides an introduction to the social theories employed in anthropological research.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 70400 - Field Research

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 72200 - Research Design in Anthropology

Introduction to core principles of research design employed in anthropology, including training in the central methods used in each subfield.
Additional Information

Students are required to pass these courses with a grade of B- or better. Students are strongly advised to complete these courses early in their graduate training.

2. Electives (21 credits)

The program of study should be chosen to achieve a specialized knowledge in one of the four fields of the discipline: anthropological linguistics, anthropological archaeology, biological anthropology, and cultural anthropology. Alternatively, students, in consultation with the graduate advisor, can create a course of study that combines courses in different fields. Students may also use courses from other departments to fulfill their program requirements with the approval of the graduate advisor.

4. Foreign Language Requirement

A reading knowledge of at least one foreign language appropriate to the field of specialization, or a demonstrated competence in statistics is required. Consult the graduate adviser for more information.

5. A Master's Thesis or Comprehensive Exam

Art and Art History

OVERVIEW

The Hunter College Department of Art & Art History offers two distinguished master's programs, an MA in art history and an MFA in creative art. The department boasts world renowned faculty in art history and studio art.

Hunter is situated within walking distance of a range of resources unsurpassed anywhere for the study of art history: outstanding museums, galleries and specialized research libraries. The Art History - MA, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

In New York, as nowhere else, the Studio Art - MFA student has access to the changing ideas and forms of contemporary art. This is crucial to the achievement of the goal of the MFA program: to develop professional artists capable of continued growth once they leave the relatively structured university environment. The program is designed to offer broad training for the artist in the development of critical and analytical visual thinking as it relates to their work. Students are encouraged to develop their own art through constant peer contact in the studios, individual work with faculty tutors, critical seminars focusing on student work, and classes in the theory and history of art. Electives in a range of studio practices broaden student experience and are also required. In addition, many artists, curators, critics and historians are invited to meet with students.

Art Facilities and Galleries

Facilities
The department functions in two main Manhattan locations, the main campus at 68th Street and Lexington Avenue and the MFA Studio Building at 205 Hudson Street in Tribeca. The main campus at 68th Street houses the administration, the Leubsdorf Art Gallery, and the Zabar Art Library with extensive databases including Artstor, a digital source of over one million images in the arts and humanities. It also houses fully equipped workshops on the 11th floor in photography, graphics (printmaking), metal, wood and plaster, as well as a computer lab and painting and drawing studios. The basement of Thomas Hunter Hall, the adjacent building, houses the clay workshop.

The MFA Building is a large, unique facility that plays a significant role in the life of the college and, indeed, the city as a whole. It has studio space for up to 150 students and a 5,000 square foot gallery. The building houses a number of workshops and labs including photography, wood, metal, printmaking and ceramics studios, as well as digital audio and video production labs.

**Galleries**

The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, houses professionally organized exhibits that support the educational programs of the Department of Art & Art History at Hunter College. The gallery at 205 Hudson Street is home to each semester's MFA theses exhibitions and other exhibitions supporting the department's educational mission. Students in both the MA and MFA programs have opportunities to make curatorial and research contributions to shows mounted at the Hunter College Galleries. The Department and its students are also involved with the Artist's Institute, located in a townhouse on East 65th Street, and with the Hunter East Harlem Gallery, on 119th Street and Third Avenue.

**Programs and Courses**

**Administration and Faculty**

Chair:
Howard Singerman
11054 North
(212) 772-5051
howard.singerman@hunter.cuny.edu

Department Office:
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(212) 772-4995
email: art@hunter.cuny.edu
www.hunter.cuny.edu/art/

**Faculty**

Art and Art History Faculty

**Art History - MA**

Program
The MA in art history, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

Admission Requirements

Applicants are admitted in both fall and spring semesters. The applicant must have completed 12 credits of undergraduate courses in art history. Reading knowledge of a foreign language (French, German, or Italian) is required. All supporting material requested by the college's Graduate Admissions Office (GRE score, official transcript, two to three letters of recommendation, and a writing sample) as well as the completed on-line application form must be supplied by the application deadlines. Application Deadlines: for fall admission, February 1; for spring admission, October 1.

Program Requirements

Curriculum

1. Course Requirements

   1. ARTH 60200 Research Methods of Art History (3cr), as early as possible in a student's course of study.
   2. One course must be taken in art historical theory or historiography, such as ARTH 73400, or a special topics course directly related to one of these areas (3cr).
   3. Three courses from three of the following four areas (9cr):
      - Ancient and Medieval Art
      - Renaissance, Baroque, and 18th-century Art
      - Modern (19th- or 20th-century) and American Art
      - Non-Western Art
   4. Three electives in Art History or other courses approved by the department (9cr).
   5. Masters Thesis (6cr):
      - ARTH 79900 Thesis Research
      - ARTH 80000 Thesis Writing

2. Permission of the graduate adviser:

With the permission of the graduate adviser, candidates for the MA in art history may take up to 6 credits in studio courses or in courses in related areas.

Additional Information

Transfer students

Students may apply for transfer of up to, but no more than, 9 credits from another institution (including the Graduate Center of the City University of New York). Permission to transfer credits is not guaranteed and is considered on a case by case basis.
Examinations

Students must take and pass two examinations before they are permitted to proceed beyond 15 credits. It is recommended that they take these examinations as early in their careers as possible. Both examinations are given once each semester.

Language Examination:

Students must demonstrate their ability to use at least one foreign language as a research tool by passing a written examination in French, German, Italian, or Spanish.

Comprehensive Examination:

Passing a written examination in the history of art is required of all candidates.

Mid-program evaluation:

The progress of each student will be reviewed upon the completion of 15 credits. Students will be permitted to proceed if they have demonstrated proficiency in writing and research skills and have passed the comprehensive and foreign language examinations.

Incomplete credit:

Students with 6 credits of IN ("Incomplete") will not be permitted to register for courses.

Facilities

The department functions in two main locations, the main campus at 68th Street and Lexington Avenue and the MFA Studio Building at 450 West 41st Street. The North Building at 68th Street houses the administration and the library and has fully equipped, newly renovated workshops on the 11th floor in photography, graphics, metal, wood, plaster, computer graphics and general painting studios. The basement of Thomas Hunter Hall, the adjacent building, houses the clay workshop. The MFA Building houses the graduate studios, the MFA Gallery, and the graduate photo, wood, metal and ceramics studios.

Galleries

The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, houses professionally organized exhibits that support the educational programs of the Department of Art and Art History at Hunter College.

The 205 Hudson Gallery is located in the MFA facility at 205 Hudson Street in Tribeca. The 3500-sq. ft. space houses MFA thesis exhibitions each semester as well as exhibitions curated by Hunter graduate students and faculty.

Hunter East Harlem Gallery is located in the Silberman School of Social Work on Third Avenue at 119th Street. It is devoted to exhibiting artists engaged in social practice, community projects, and other alternative forms of public art.

The Artist's Institute, located in Casa Lally on East 65th Street between Lexington and Third Avenues, is a research and exhibition space for contemporary artists and writers.

Scholarships and Travel Grants
Among the programs targeted scholarships are the Estrellita Brodsky scholarships which supports strong MA students working in Latin American and African American art history, and the Virginia Adams Award, which supports students working on pre-twentieth-century topics. Edna Wells Luetz/Joseph P. Riedel Scholarship provides support for Hunter College undergraduates pursuing graduate studies in the Department of Art and Art History. The Queen Sofia Spanish Institute Fellowship supports research travel for students researching topics in the Hispanophone world. The Joan Lazarus fellowships support both MA and MFA students working on exhibitions in the Hunter College Art Galleries. We have established ongoing paid internship relationships with the Dia Art Foundation and the Maria, Hans, and Renate Hofmann Trust, and working relationships with the Rauschenberg Foundation and, beginning in the 2018-19 academic year, Hunter MA students were able to participate in the Metropolitan Museum of Art's yearlong Curatorial Practice Seminar.

Program Adviser

Maria Antonella Pelizzari, Professor, Art History
apelizza@hunter.cuny.edu

Curatorial Studies - Advanced Certificate

Program

The certificate is intended to formalize and recognize the high level of curatorial training already being provided to graduate students (both MA and MFA) in the Department of Art & Art History, and to intensify and amplify that training through the rigor of an official curriculum. In the academic and practical curriculum laid out below, students will gain experience, contacts, and visibility in the city and in international art world. Relevant job opportunities for students who attain this certificate include Curator, Curatorial Assistant, Gallerist, Gallery Director, Art Fair manager, Public Art Consultant, Art Adviser, private collection curator, Registrar, and many other related positions in museums and also private or commercial interests.

Admission Requirements

The certificate program, which is open by subsequent application to Hunter College students accepted into either the MA or the MFA, and by application to students holding the MA in Art History (or related degree) from another accredited institution, consists of a sequence of four courses designed specifically to offer both a theoretical and historical grounding in curatorial practices and practical experience in exhibition organization and display and object / collection research and preservation. For students already enrolled in the Hunter MA or MFA programs, of the 12 credits required for the certificate, 6 would fulfill requirements within the existing 30 credit MA degree in Art History or the existing 48 credit MFA, and 6 would be in addition to those credit limits in both programs. Students admitted directly to the certificate program would be required to complete 12 credits.

Program Requirements

Curriculum

I. Methodology - 3 cr.

ARTH 60200 - Research Methods of Art History
Training in bibliographical materials and research methods through examination of special problems in art history and writing of research paper.

Hours 45 hrs,
Credits 3 cr
offered every semester

II. Exhibition Practicum-3 or 9 cr.

ARTH 76200 - Curatorial Practicum

A subject specific Exhibition seminar/practicum: the course would focus on an exhibition project, led by a faculty member and researched by students, culminating in an exhibition. It will acquaint students with all aspects, from creative to practical, in mounting an exhibition.

Hours 3 hrs.
Credits 3 cr.

ARTH 76300 - The Artist's Institute

The Artist's Institute offers students enrolled in the MA, MFA, and Advanced Certificate in Curatorial Studies experience, contacts, and visibility in the city and in the international art world. Each semester, an advanced seminar is organized around a topic, artist, or writer relevant to the contemporary art world. Students are led through a curriculum of reading, writing, and discussion that leads to organizing a coherent project, which can take the form of a publication, an exhibition, or a series of public programs.

Hours 3 hrs.
Credits 3 cr.

III. History of Exhibitions, Collecting, and Curatorial Practices- 0 or 6 cr.

ARTH 76100 - Special Topics Seminar in Exhibitions and Collecting

This course addresses the history of collecting as the foundation of institutions that foster the production, dissemination, and preservation of art. Dependent on the expertise of the instructor, this course varies among topics such as History of Museums, History of Biennials, History of Collecting, Taste, and Patronage, and Theoretical and Critical investigations of Collecting Practices.

Hours 3 hrs.
Credits 3 cr.

Additional Information

Program Adviser

Cynthia Hahn, Professor, Art History
cynthia.j.hahn@gmail.com

Studio Art - MFA
Program

The MFA Program in Studio Art is a three-year program that offers advanced studies in Visual Art. Working with faculty from ceramics, drawing, sculpture, new genres, painting, printmaking, and photography, students learn to develop innovative, politically and socially engaged expression using diverse media. The MFA in Studio Art offers a 48-credit course of study, combining interdisciplinary seminars, one-on-one tutorials, classes on special topics, and art history courses spanning diverse histories. The MFA in Studio Art gives access to visiting curators, visiting artist workshops, curatorial studies, lectures, and an interdisciplinary program of graduate-initiated activities and access to courses in any other CUNY school. MFA students explore new ways to advance the field of visual arts and ideas, balancing critical thinking with aesthetics, contemporary issues within an historical perspective, theory with practice, and traditional methods with new technologies.

Admission Requirements

Applications are reviewed once a year. The applicant must have completed an undergraduate degree from an accredited institution. Applicants who have a previously completed an MFA in art cannot be considered for admission to the studio art program at Hunter College. Applicants must submit the on-line Hunter College Graduate Application for Admission. This application, with all supporting materials, must be submitted prior to the January 15 deadline. For application guidelines visit the Art Department website.

The Art Department Graduate Admissions Committee will select finalists for admission to the MFA program. All finalists will be scheduled for an interview.

Program Requirements

Curriculum

Candidates must complete 48 credits, distributed as follows:

- 9 credits of tutorial work
  ARTCR 61400 Studio Tutorial I
  ARTCR 61500 Studio Tutorial II
  ARTCR 61600 Studio Tutorial III
- 9 credits of seminar work
  ARTCR 66200 Seminar I
  ARTCR 66300 Seminar II
  ARTCR 66400 Seminar III
- 9 credits of special topics
  ARTCR 75100 Special Topics in Studio Art
- 6 credits of thesis
  ARTCR 79100 Thesis Exhibition
  ARTCR 79200 Thesis Writing
- 9 credits of liberal arts electives in the history, theory, and criticism of art;
- 6 elective credits which may be used for additional art history or studio electives, graduate level courses in other departments or colleges, or non-traditional courses or projects such as apprenticeships, teaching assistantships or participation in the foreign exchange program.

Mid Program Review: Eligibility to continue to work toward the degree is evaluated by a committee of MFA faculty in the third semester.
Residency Requirement: Each student is provided a studio and participates in the program through its use, where they are expected to hold tutorial meetings.

Additional Information

Foreign Exchange Program

We have exchanges with different schools and programs around the world. Consult the website for current information.

Biochemistry

About the Program

The interdisciplinary program in Biochemistry is jointly administered and staffed by members of the Biological Sciences and Chemistry departments. The master's degree is offered as a terminal degree. Both first-year courses and advanced courses are available at Hunter College and/or at the Graduate Center, 365 Fifth Avenue, New York, NY 10016.

What can I do with my degree in Biochemistry?

The MA in Biochemistry prepares graduates to compete for laboratory professions in academia or industry, further education in the health professions and continued studies in doctoral programs in biochemistry or other biomedical science.

Programs and Courses

Programs and Courses in Biochemistry
Doctoral program in Biochemistry

Administration and Faculty

Department Offices:

Biological Sciences:

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Chair:

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Chemistry:

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Chair:

Akira Kawamura
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Graduate Advisers: Department of Biology

Thoman Schmidt-Glenewinkel
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Graduate Adviser: Department of Chemistry

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Faculty

Biochemistry Faculty

Biochemistry - MA

Return to: Biochemistry

Requirements for Admission for Plan 1 and Plan 2

General admission requirements to Hunter's graduate programs are observed including GRE (verbal and quantitative reasoning); TOEFL (for foreign students whose native language is other than English). The GRE will be waived upon applicant's request, if documentation of professional experience in the field, or graduate-level academic work show adequate preparation to successfully pursue the degree.

In addition, the student must have completed the following courses: general chemistry (including qualitative analysis) (one year), quantitative analysis, organic chemistry (one year), physical chemistry (one semester lecture and
laboratory), biology (one year), biochemistry lecture and laboratory (one semester). Deficiencies may be made up during the first three semesters of graduate study.

Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission).

Requirements for Admission for Plan 3

The general guidelines for admission to Hunter College will be followed. Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission). (Note, this new policy on GRE waiver will be applied to all three study plans). Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission). Students interested in Plan 3 should submit a written letter-of-intent to the advisor after being admitted to the M.A. Program in Biochemistry before the ending of the first semester of study. To qualify for this option, students must have completed 9-12 credits of graduate-level courses that can be transferred upon approval. Credits that counted toward graduation requirements for a baccalaureate degree cannot be transferred. In addition, the student should provide an evaluation letter from the thesis mentor indicating the student can complete the thesis within one year. In the event that the student fails to defend the thesis by the end of the first year of study, he/she could may request a one-year extension to graduate under the Accelerated Thesis Option. Alternatively, or in the event the request is denied, he/she has the option to chose to graduate under study Plan 2: The Thesis Option or Plan 1: the Comprehensive Exam Option, provided that he/she meets all requirements of the chosen Plan 2.

Requirements for the Degree

Comprehensive Examination or Thesis:

Students may complete the requirements for the MA through either of the following two plans:

- **Plan (1):** A minimum of 30 credits of course work plus a passing grade in a comprehensive examination.

- **Plan (2):** A minimum of 24 credits of course work, plus 6 credits from a thesis on an original research problem. The thesis must be approved by the student’s adviser, and it must be defended before a thesis committee.

Courses:

The student must complete the following courses from the list below. Note that no more than 10 credits of 600-level courses may be taken.

**Plan (1):**

**BIOCHEM U71010 - Advanced Biochemistry 1**
prereq: a 1-semester course in biochemistry or equiv and physical chemistry
Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

OR

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry
Hours 3 hrs.
Credits 3 cr.
Fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent
Hours 3 hrs.
Credits 3 cr.
Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

OR

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000
Hours 3 hrs.
Credits 3 cr.
Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs.
Credits 3 cr.
Fall only, offered at the Graduate Center

• BICM 77000 Physical Biochemistry

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent
Hours 4 hrs.
Credits 4 cr.
Fall
Minimum of two courses from the following:

**BIOL 71013 - Molecular Biology Lecture**

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

*prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
fall only*

**BIOL 71401 - Cell Biology**

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

*prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only*

**BIOL 70005 - Genetics**

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

*prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
Credits 4 cr
fall only*

**BIOL 75003 - Developmental Biology**

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

*prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only*

**BIOL 61000 - Workshop in Biotechnology**

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

*prereq: BIOL 71000 or permission of instructor*
Additional Requirements:

- BIOCHEM 71551
- BIOCHEM 71552
- BIOCHEM 71553
- BIOCHEM 71554
- BIOCHEM 71100

Any remaining or additional credits may be taken by choosing courses in Biology or Chemistry as electives, or by taking additional research credits (BIOCHEM 71201, BIOCHEM 71202, BIOCHEM 71203, BIOCHEM 71204)

A passing grade of the Comprehensive Exam given at the end of the study.

Plan (2):

**CHEM 64000 - Biochemistry I**

Proteins, enzymes, bioenergetics, recombinant DNA.

*prereq: 1 yr of undergraduate organic chemistry

Hours 3 hrs,
Credits 3 cr.

Fall, CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

**CHEM 64100 - Biochemistry II**

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

*prereq: CHEM 64000

Hours 3 hrs,
Credits 3 cr.

Spring, CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020 may be substituted, respectively by

**BIOCHEM U71010 - Advanced Biochemistry 1**

*prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,
Credits 3 cr.

Fall only, offered at the Graduate Center, CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

**BIOCHEM U71020 - Advanced Biochemistry 2**

*prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,
Credits 3 cr.
Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry
Hours 3
Spring only, offered at the Graduate Center

Minimum of one course from:

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
Credits 4 cr
fall only

BIOL 75003 - Developmental Biology
Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401

**BIOL 61000 - Workshop in Biotechnology**

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

prereq: BIOL 71000 or permission of instructor

**Additional Requirements:**

- BIOCHEM 71551
- BIOCHEM 71552
- BIOCHEM 71553
- BIOCHEM 71554
- BIOCHEM 71100
- BIOCHEM 79901
- BIOCHEM 79902
- BIOCHEM 79903

Any remaining credits may be taken as research credits (BIOCHEM 71201, BIOCHEM 71202, BIOCHEM 71203, BIOCHEM 71204)

**Plan (3)**

Minimum of 9 cr. Graduate-level courses that may come from any combination of three courses from the following three lists:

*Hunter Chemistry:*

- CHEM 63300 Computational Drug Discovery 3 cr.
- CHEM 66800 Structural Biology 3 cr.
- CHEM 67000 Introduction to Nanotechnology 3 cr.
- BIOCHEM U71010 Advanced Biochemistry 1 3 cr
- BIOCHEM U71020 Advanced Biochemistry 2 3 cr
- BIOCHEM U75000 Bioorganic Chemistry 3 cr

No more than two from the following Hunter Biology courses:

- BIOL 71013 Molecular Biology Lecture 5 cr
• BIOL 71401 Cell Biology 4 cr
• BIOL 70005 Genetics 4 cr
• BIOL 75003 Developmental Biology 4 cr

Graduate Center - Chemistry and Biochemistry:

• CHEM 81900 Topics in inorganic chemistry: Radiochemistry 3 cr.
• BICM 77000 Physical Biochemistry 3cr.

Minimum of 21 cr. of research-related training:

• BIOCHEM 71551 Seminar in Biochemistry I
• BIOCHEM 71553 Seminar in Biochemistry I
• BIOCHEM 71554 Seminar in Biochemistry I
• BIOCHEM 71100 Basic Laboratory Techniques for Research in Biochemistry 4 cr.
• BIOCHEM 71201 Advanced Laboratory Techniques for Research in Biochemistry 1 cr.
• BIOCHEM 71202 Advanced Laboratory Techniques for Research in Biochemistry 2 cr.
• BIOCHEM 71203 Advanced Laboratory Techniques for Research in Biochemistry 3 cr.
• BIOCHEM 71204 Advanced Laboratory Techniques for Research in Biochemistry 4 cr.
• CHEM 64900 Instrumental Analysis 5 cr. OR CHEM U79000 Basic Laboratory Techniques for Research in Biochemistry 4 cr
• BIOCHEM 79901 Thesis Research (Master's) 1
• BIOCHEM 79902 Thesis Research (Master's) 2
• BIOCHEM 79903 Thesis Research (Master's) 3

Biological Sciences

OVERVIEW

The Department of Biological Sciences has graduate and post-graduate research programs in molecular and cell biology, cancer biology, molecular and developmental genetics, and molecular neuroscience. Students may obtain the MA from Hunter College and/or the PhD jointly from Hunter College and the City University Graduate Center. The doctoral program is designed to prepare students to cope with the radical changes in direction and experimental approaches that will characterize future developments in biology, as well as to train highly qualified research scientists who are fully equipped to teach and to direct research in a wide variety of university and industry programs in the biological sciences.

Faculty of the department are pursuing projects in the forefront of modern research. In addition to the individual research laboratories, a number of shared facilities are housed in the department. They include transmission and scanning electron microscopes, a bioinformatics and sequencing facility equipped with an Illumina MiSeq and Oxford Nanopore Minion sequencers, an Agilent Electrophoresis Bioanalyzer and a Galaxy Web accessible Bioinformatics Platform all supported by a high performance computing cluster, a bioimaging facility, a fluorescence-activated cell sorter and a biopreparation facility. Several facilities are available through the chemistry department, including X-ray diffraction, NMR, mass spectroscopy and biomolecular computation. Shared modern animal facilities are also available.

What can I do with my degree in Biological Sciences?
A degree in the Biological Sciences opens up many career pathways. Biology graduates go on to complete graduate (MS, PhD, or MD/PhD) and professional degrees (MD, DO, DDS, DVM, OD, PharmD, etc), work in the biotech industry, education, in wildlife management, as a government scientist, or in a variety of other rewarding careers. The biotechnology and pharmaceutical industries are among the largest in the U.S. and there is great demand for professionals with biotechnology expertise. Graduates are prepared for careers in research science positions, regulation of drug approval and other biotechnology applications, management positions in the biotechnology industry, and positions at law firms in the biotechnology area.

**Programs and Courses**

Programs and Courses in Biology

Biochemistry - MA

Adolescent Biology - MA / Advanced Certificate

**Administration and Faculty**

Chair:

**Derrick Brazill**
803 North
(212) 772-3144
brazill@genectr.hunter.cuny.edu

Department Office:

927 North
(212) 772-5293
Fax: (212) 772.5227
Website: http://biology.hunter.cuny.edu

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

**Faculty**

Biological Sciences Faculty

HEGIS Codes: 0401 (BA) (MA); 0499 (BA/MA in Biotechnology); 1223.01/0401 (BS/MA in Biotechnology)

**Biological Sciences - MA**

**Program**

The degree is offered either as a terminal degree or as the first year toward the PhD within CUNY. Both introductory and advanced graduate courses are available at Hunter College.
Requirements for Admission

In addition to the general Requirements for Admission, the following departmental requirements must be met:

1. One year of organic chemistry with laboratory
2. One year of college physics
3. One semester of calculus and a second semester of either calculus or statistics
4. An undergraduate major in biology, botany, physiology, zoology, chemistry, physics, or other appropriate discipline with a minimum overall GPA of 2.7. A minimum of 18 credits in appropriate undergraduate science and mathematics courses should be presented. Chemistry or physics majors must offer at least one year of appropriate life science for admission to any of the majors in the MA program in biological sciences including a semester of genetics, molecular biology or biochemistry.
5. TOEFL Test for international students with a non-English speaking background.

Note: Students may submit scores on the General Test of the Graduate Record Examination (GRE) (verbal and quantitative) to improve the likelihood of admission.

Requirements for the Degree

The program of course work, planned with the graduate adviser, is concentrated in one of the following major areas: molecular and cell biology, cancer biology, molecular and developmental genetics, molecular neuroscience, and biotechnology.

Required Courses

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,
Credits 4 cr
fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,
Credits 5 cr
fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.
prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only

BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

Additional Information

Up to 4 credits of tutorial are accepted toward the degree. Only one 600-level course including courses outside Biological Sciences, such as Biochemistry may be credited toward the degree.

Matriculated Students May Fulfill Requirements for the MA

Matriculated Students may fulfill requirements for the MA through either of the following plans:

- **Plan A - Comprehensive Exam Only**: A minimum of 30 credits of course work plus a passing grade in a written Comprehensive Examination in the areas covered by the four required core courses. The Comprehensive Examination is given annually in June. Only fully matriculated students who have completed all four required courses may take the comprehensive examination.

- **Plan B - Comprehensive Exam and Thesis**: A minimum of 24 credits of course work plus a passing grade in a written Comprehensive Examination and a minimum of 6 credits of original research that is summarized in a written thesis. The completed thesis must be approved by the student’s faculty mentor, the MA adviser, and the Office of the Dean of Arts & Sciences at least one month before the expected date of graduation. An oral presentation of the MA thesis is required.”

Courses for Non-matriculated Graduate Students

Students with a baccalaureate degree may register for some graduate courses without matriculation. After being admitted as a non-matriculating graduate student, students may take BIOL 70005 - Genetics (fall only) or BIOL 71401 - Cell Biology (spring only) without prior departmental permission. For all other courses, non-matriculating students must get permission directly from the course instructor. Specific graduate courses being offered each semester are listed at http://registrar.hunter.cuny.edu/subpages/searchclass.shtml. There is no dedicated adviser for non-matriculating students who want to take graduate Biology courses. Non-matriculating students should see any Biology faculty member during regular office hours for advising. Please contact the department secretary at 212-772-5293 to find out faculty office hours.

Biological Sciences MA with Specialization in Biotechnology
Admission Requirements

1. GPA 3.0
2. GRE (general part) to be taken before registering for 700-level courses
3. Baccalaureate degree in biology or related fields

Degree Requirements

30 credits plus a passing grade on a comprehensive examination or a thesis

- BIOL 62000 Internship

Core Courses for the MA (21-28 credits)

BIOL 61000 - Workshop in Biotechnology

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

prereq: BIOL 71000 or permission of instructor
Hours 30 hrs/wk for 4 wks,
Credits 4 cr

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 are eligible for a 3-month internship as an opportunity to acquire research experience and additional skills in industrial/private laboratory settings. A paper on the internship is required.

prereq: BIOL 61000
Credits 3 months, 4 cr

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
Credits 4 cr
fall only

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry
Hours 105 hrs lab and conf,
Credits 4 cr
Fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only

BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

Electives (5 -13 credits)

Additional Information

For additional elective courses, consult department adviser.

Biological Sciences with Specialization in Biotechnology - BA/MA

In this five-year program, qualified undergraduate Hunter College biology majors begin graduate work as seniors and receive the MA one year after completing BA requirements. Students are provided with theoretical knowledge and skills in molecular biology, and a foundation for application of these skills in careers in the biotechnology/pharmaceutical industry, academic research, or public health. Successful completion of the biotechnology workshop, an essential program component, entitles students to a summer internship in an industrial or private research laboratory.

Biological Sciences: Basic concentration - BA

Biology with Specialization in Biotechnology - MA

Doctoral Program in Biological Sciences
Doctor of Philosophy

Students are encouraged to apply directly to the Doctoral Program in Biological Sciences, which is offered jointly by Hunter College and the CUNY Graduate School and University Center. Doctoral dissertation research is carried out in the Hunter College Department of Biological Sciences. A PhD in Biochemistry is also offered jointly with the CUNY Graduate School and University Center. For further information contact Professor Patricia Rockwell, 932 North Building, (212) 396-6202 or visit the Graduate Center website at http://www.gc.cuny.edu.

Hunter MA students who have been accepted to the joint Hunter College/CUNY Doctoral Program in Biological Sciences will have their required MA Comprehensive Exam as equivalent to a Doctoral First-Level Exam. If a Hunter College applicant is accepted into the Doctoral Program, a passing grade at the doctoral level on the exam would allow acceptance into the Doctoral Program as a Second-Level doctoral student.

Chemistry

OVERVIEW

The Department of Chemistry offers a range of graduate educational opportunities with strengths in both the fundamental areas of the discipline and in emerging fields and applications. Students may obtain the PhD degree from Hunter College jointly with the City University of New York (CUNY) Graduate Center with concentrations in: Analytical Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry, Biophysical Chemistry, Biochemistry, Nano-technology and Materials Chemistry, and Environmental Chemistry. Additionally, students may also obtain the MA degree in Biochemistry jointly offered by the Department of Chemistry and the Department of Biology from Hunter College, or an MA in education jointly offered by the Department of Chemistry and the School of Education of Hunter College. Graduate level courses are offered at Hunter College and in the CUNY Graduate Center. Master's programs can be completed as a full- or part–time student, with or without a research thesis. Most graduate courses for Master programs are offered in the evening to facilitate enrollment of part–time students.

A major goal of our graduate programs is to train research scientists to create new knowledge that impacts both fundamental scientific principles and addresses societal needs. The continuing success and future development of most areas in academic, industrial, and government institutions will increasingly depend on a well-trained science workforce for innovation, planning, and policy. The vibrant and well-funded research labs of our faculty in the Department of Chemistry at Hunter College provide the essential part of research training of the graduate programs. Students in Ph.D. program are expected to start their independent research at the end of the first year of study, and to complete their thesis on an original research subject under the supervision of our faculty. Students can also opt to pursue an independent pedagogical research project as part of their thesis research. The research activities are further supported by an array of shared facilities and the state-of-art instruments including the NMR facility, the X-ray crystallography and electron microscope facility and the Mass-spectrometry facility. Other facilities and instruments are available in the Department of Biosciences and in the NIH funded Hunter Gene center.

What can I do with my degree in Chemistry?

The department provides training for students planning careers in the chemical sciences, biology, medicine, earth sciences, secondary education, business, and law across the chemical enterprise in academia, industry, government, and private practice.

Programs and Courses
Doctor of Philosophy

Students are encouraged to apply directly to the PhD program, which is offered in conjunction with the CUNY Graduate School and University Center. PhD dissertation research is carried out in the Hunter College Department of Chemistry. A PhD in biochemistry is also offered in conjunction with the CUNY Graduate School and University Center. For further information contact Professor Akira Kawamura, 1312 North Building, (212) 650-3095 or visit the website at http://www.gc.cuny.edu

Administration and Faculty

Chair:

Akira Kawamura
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chairche@hunter.cuny.edu

Department Office:

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM
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Website: http://www.hunter.cuny.edu/chemistry

Assistant to the chair:
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Administrative coordinator:
Ms. Shontel Houston
(shousto@hunter.cuny.edu)

Program Advisers

Chemistry Advisers

Faculty

Chemistry Faculty
Classical and Oriental Studies

Overview

The Department of Classical and Oriental Studies offers graduate programs in Latin and Chinese.

The Chinese Language and Literature program offers language courses in Modern Chinese (Mandarin) and Classical Chinese as well as courses taught in English on traditional and modern Chinese literature and culture.

The Latin program is offered with the Classical and Oriental Studies Department and is designed to serve individuals who do not have certification in the teaching of Latin. The applicant must be admitted by both the School of Education and the Classical and Oriental Studies Department.

What can I do with my degree in Classical and Oriental Studies?

The master's degree program (Academic Plan: CHINAE-MA) prepares candidates to teach Chinese in grades 7-12 to students of diverse backgrounds, abilities and interests. This program is not designed for individuals who already have NYS certification in Chinese 7-12.

The Latin master's and advanced certificate programs prepare candidates to teach Latin in grades 7-12 to students of diverse backgrounds, abilities and interests. This program is not designed for individuals who already have NYS certification in Latin 7-12.

Programs and Courses in Chinese and Latin

- Adolescent Chinese - MA
- Adolescent Latin - MA / Advanced Certificate
- Classics

Computer Science

OVERVIEW

The Department of Computer Science offers an MA degree. A PhD program in computer science is offered at the CUNY Graduate Center.

What can I do with my degree in Computer Science?

There is demand in industry and in doctoral programs for master's-level computer science graduates who have both an understanding of the theoretical foundations of computing and expertise in its applications. The MA program in Computer Science at Hunter College bridges the gap between a traditional undergraduate degree and an advanced path for a student's future. Hunter College, recognizing the need for an affordable, conveniently located program in computer science, offers a master of arts in computer science.
Program and Courses in Computer Science

Program and Courses in Computer Science

Administration and Faculty

Chair:
William Gregory Sakas
1008 North
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Department Office:
1008 North
(212) 772-5213
Email: csinfo@hunter.cuny.edu
http://www.cs.hunter.cuny.edu

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

Faculty

Computer Science Faculty

Computer Science MA

Master of Arts

There is demand in industry and in doctoral programs for master's-level computer science graduates who have both an understanding of the theoretical foundations of computing and expertise in its applications. The MA program in Computer Science at Hunter College bridges the gap between a traditional undergraduate degree and an advanced path for a student's future. Hunter College, recognizing the need for an affordable, conveniently located program in computer science, offers a master of arts in computer science.

Departmental Requirements for Admission

To be considered for admission to the MA program in computer science, prospective students must meet the following criteria:

1. A BA or its equivalent, preferably in computer science, with a minimum GPA of 3.0 in the final 2 years of computer science and related course work.
2. Courses in: calculus I and II, linear algebra or matrix algebra, statistics, discrete structures, data structures, and computer systems.
3. Top 50th percentile on the Graduate Record Examination Quantitative Reasoning score

Note: Students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score that is required for graduate study in the School of Arts and Sciences at Hunter
Departmental Requirements for the Degree

Courses

Upon admission, each student is assigned an advisory committee to provide counseling and to approve a plan of study; the committee may waive pre- or co-requisites, if appropriate. A minimum of 30 credits is required for the degree. After completing 12 credits of core courses (CSCI 70500, CSCI 72400, CSCI 73000 and CSCI 74000), a student's curriculum is made up of either:

(i) 4 elective courses and a 6-credit thesis (18 credits total), or

(ii) 6 elective courses (18 credits total), at least one of which must be CSCI 79500 - Advanced Topics in Computer Science which will require a large programming project and a report; a passing grade on an exit examination must also be achieved.

The choice should be made in consultation with the student's advisory committee shortly after completing the core courses. The program of study may include up to 6 credits from a department other than computer science, provided the student receives proper approval from his or her advisors.

Areas of Concentration

Students may concentrate in one of 2 tracks within the Department of Computer Science: Research or Applied. After completing the core courses, in consultation with their advisory committee, students will choose a significant number of courses in one of these 2 areas.

Course Listings

Each course is 3 hrs, 3 cr unless otherwise noted.

Note: Your advisory committee may waive pre- or co- requisites if appropriate.

Core (12):

CSCI 70500 - Algorithms

Complexity and applicability of file and data manipulation techniques including searching, sorting, supporting internal and external data structures, sequential and random access methods, basic big data techniques and other topics.

prereq: departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 72400 - Computational Theory
Turing machine model for computation: multiple tapes, multiple heads and nondeterminism, space-bounded and time-bounded TMs; completeness theorems.

prereq: departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 73000 - Computer Systems

Terminology, function units, buses, DMA, interrupts, priorities, memory systems, I/O systems, parallel processing and networking.

prereq: departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 74000 - Computer Modeling and Simulation

Examination of major models of data systems; Petri nets, data flow diagrams, queuing theory, other topics.

prereq: departmental permission
Hours 3 hrs
Credits 3 cr.

Applied Electives:

CSCI 70100 - Theory of Operating Systems

Resources, concurrent processes, processor scheduling, probability models of sequencing, memory management, performance analysis models.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 71000 - Contemporary Data Base Technology

Current techniques in technology; case studies of pioneering applications; next-generation breakthrough analysis; current research efforts.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 71100 - Cloud Database Security and Integrity

Privacy requirements, computer system security; policy formation, authorization, data integrity, audit control; other topics.
prereq: departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 76000 - Computational Linguistics

Formal grammars, transformational models, augmented transition networks, design of parsers, parsing techniques, Determinism Hypothesis, other topics.

prereq: Departmental Permission
Hours 3 hrs
Credits 3 cr.

CSCI 76100 - Artificial Intelligence

Levels and types of knowledge, uses and induction of knowledge, logic, machine learning, scope and specificity choice of primitives, other topics.

prereq: departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 77100 - Software Engineering

Current techniques in technology, pioneering applications; analysis of next-generation breakthroughs and current research efforts.

prereq: Departmental permission.
Hours 3 hrs
Credits 3 cr.

CSCI 79500 - Advanced Topics in Computer Science

Topics will vary, dealing primarily with state-of-the-art material in computer science. May be repeated for a maximum of 6 cr.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

Research Electives:

CSCI 72200 - Formal Methods in Programming Languages

Data and control abstractions; backtracking and nondeterminism; the effects of formal methods for program description; proving correctness.
CSCI 75000 - Combinatorial Computing

Computer representation of combinatorial objects; back-tracking; generating and enumerating combinatorial objects; other topics

CSCI 75100 - Cryptography

Problems and possibilities of encryption and decoding; traditional and contemporary methods of encryption and time/memory trade-off.

CSCI 75200 - Graph Theory I

Permutations and combinations, generating functions, advanced counting numbers, cycles, parity, conjugacy classes, graphs, other topics.

CSCI 75300 - Graph Theory II

Depth-first search, ordered trees, codes, optimization problem, sort-by-merge; applications of network flow techniques; other topics.

CSCI 79500 - Advanced Topics in Computer Science

Topics will vary, dealing primarily with state-of-the-art material in computer science. May be repeated for a maximum of 6 cr.
prereq: Departmental permission

Hours 3 hrs
Credits 3 cr.

CSCI 79900 - Thesis Research in Computer Science

Thesis research. The course is open only to students selecting the thesis option. May be repeated for a maximum of 6 cr.

prereq: Permission of grad adviser

Hours 3 hrs
Credits 3 cr.

(Note that CSCI 79500 can count as an elective in either the Applied or Research track).

Total Credits required: 30

Dance

OVERVIEW

From a campus in the heart of New York City, the Hunter dance student has the unique opportunity of interfacing with many professional dance companies, choreographers and critics who live and work in New York. The department is proud to announce the launch, in fall 2018, of the MFA in Dance. The MFA is considered the terminal degree in the field; it is the baseline qualifying credential for the college/university teaching job market, a crucial laboratory for furthering deep personal artistic accomplishment, and an important venue for the development of contextual and aesthetic understanding.

The modern contemporary-based curriculum in dance education provides the student with opportunities to pursue careers in teaching, with a focus on performance, choreography and production. The curriculum is enriched by community outreach performances, repertory classes with New York-based choreographers, speciality workshops, dance clubs and organizations, international performances, internships and New York State teaching certification. In addition, the Hunter Dance Department hosts an annual spring performance in Hunter's Kaye Playhouse, as well as informal Salon Series, dance and dance education conferences, forums, and site-specific performances devoted to expanding the students' knowledge of and experience with diverse forms of dance in a variety of contexts.

What can I do with my degree in Dance?

The Hunter College Arnhold Graduate Dance Education Program (AGDEP) blends the academic and professional strengths of the School of Education and the Dance Department to train highly effective dance educators for New York City public schools and beyond. The goal of the Arnhold Graduate Dance Education Program is to take highly trained dancers and develop them as effective dance educators, adept in the unique context of dance education in primary and secondary schools.

The MFA program prepares dance artists/educators for many kinds of professional roles in the field of dance through a studio-based program of dance technique and choreography, complemented by appropriate coursework in theory, perspectives and contexts, history, and dance pedagogy.
Programs and Courses in Dance

Program and Courses in Dance
Dance Education Programs and Courses

Administration and Faculty

Chair

Carol K. Walker (acting)
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cw1517@hunter.cuny.edu

Program Coordinator (Dance Education)

Kathleen Isaac
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Department Office

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http://www.hunter.cuny.edu/~dance/

Faculty

David Capps, Associate Professor; MFA, NYU; Dance performance, Choreography, Somatics, Choreographic Analysis

Maura Nguyen Donohue, Associate Professor; MFA Smith; Choreographer, Advocate, and Writer in the NYC and global community
Kathleen Isaac, Assistant Professor; Director of the Arnhold Graduate Dance Education program, BA, BA/MA and MA Dance Adviser; BA SUNY Brockport, MA NYU; Dance Pedagogy, Mentorship, Integration of Dance and Technology, Interdisciplinary Curriculum Design

Carol K. Walker, Professor and Department Chair (acting), BFA Barat; Dance Education, Dance Program Evaluation, Choreography, Dance History

Dance - MFA

The Hunter College MFA program in Dance prepares dance artists/educators for careers and professional roles in the field of dance through a wide-ranging program of dance technique and choreography, complemented by appropriate coursework in theory, perspectives and contexts, history, and dance pedagogy. The MFA in Dance is considered the terminal degree in the field; it is the baseline qualifying credential for the college/university teaching job market, a challenging laboratory for furthering deep personal artistic accomplishment, and an important venue for the development of contextual and aesthetic understanding. The program will open in the fall of 2018.

Admission Requirements

All applicants will be required to complete the online Hunter College graduate school application, submit an updated CV, and participate in an interview that will include a presentation on the candidate's professional performing and creative career. Details for the presentation will be available after the candidate's application has been submitted. Admission will occur only in the fall semester. Applicants are required to have a bachelor's degree in any subject, at least 5 years of professional dance experience, and a clearly demonstrated career plan for which academic study of the art form is appropriate.

The GRE exam is not required for application for the MFA/Dance Program. An undergraduate degree in Dance is desirable, but not required. Based on a proficiency exam and one-on-one assessment administered early in the course of study, undergraduate courses may be required to cover specific deficiencies in the student's preparation.

Curriculum

The degree plan comprises courses in dance pedagogy, theory, criticism, aesthetics, history, research methods, cultural studies, physical training, and extensive creative work in performance and choreography. The capstone of the curriculum is the MFA project, an intensive research process culminating in the presentation of significant creative work.

Requirements

The MFA program requires 60 credits and is a terminal degree. The program's standards are those articulated by the National Association of Schools of Dance. The credit requirements are as follows:

- Theory and Perspectives 12 credits
- Dance Technique 11 credits
- Creative Work 11 credits
- Pedagogy 6 credits
- Major MFA project 8 credits
- Electives 12 credits

The 12 elective credits will make it possible for the student to investigate particular areas of interest, and possibly develop a secondary area of interest and expertise.
Curriculum Details

Theory/Context/Perspectives

The 12-credit requirement in Theory/Context/Perspectives is met by the following courses:

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms— including structuralism, semiotics and literary theory — through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3
Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3
Credits 3

DAN 74400 - Modes of Inquiry

This course introduces various research approaches and methods. Research design - including statements of purpose, review of related literature, articulation of methods, and definition of terms – the place of action research in creative exploration (including teaching practice), arts-based research, and the role of theory in research are addressed through readings, discussion, practical experience, and written exercises and papers.

prereq: Admission to MFA Dance program

Hours 3
Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community
settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs
Hours 3
Credits 3
Can be repeated for credit with different content areas

Dance Technique

The following courses meet the 11-credit requirement in Technique:

**DAN 70500 - Maintenance of the Dancer's Instrument**

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background
Hours 3
Credits 3

Creative Work

The 11 required Creative Work credits are distributed as follows:

**DAN 73000 - Studies of Forms**

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3
This course is repeatable once for credit.

**DAN 73300 - Process and Projects**

This course asks the Dance student to explore unfamiliar genres, styles and methodologies through a variety of choreographic project assignments. An inventory of each student's past experiences leads to a collaboratively designed and individualized series of assignments designed to stretch the student's experiences and capabilities.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3

**DAN 73500 - Performance and Presentation**
The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA
Hours 3
Credits 1
This course is repeatable once for credit.

Pedagogy

The 6-credit Pedagogy requirement consists of the following courses:

**DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning**

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance
Hours 3 hrs + 36 hrs of fieldwork
Credits 3

**DAN 75000 - Topics in Teaching for College/University**

Intensive examination of the relationship between pedagogy, teaching artistry, and curriculum design. Includes study of the history, philosophy, and cultures of dance in higher education. Topics include lesson, unit, course, and curriculum structuring, assessment strategies; application of choreographic principles to course design; the relationship between higher education and the changing dance environment, and understanding the administrative hierarchy in higher ed. Students are observed and mentored in their roles as teachers.

prereq: DANED 76000
Hours 3
Credits 3

**MFA Project**

The MFA Project (DAN 73700) consists of:

- Development of approximately one hour of new performance work
- Close interaction with faculty as aesthetic and compositional strategies are developed, clarified and implemented
- Preparation of work for public presentation, collaboration with producing partners, including development of PR materials
Extensive (20-25 pages) written document designed to foster critical self-awareness, effective evaluation skills, and understanding of personal focus, context and functionality in the community of artists as well as the broader cultural landscape

Electives

The 12 credits of electives are chosen from across the college curriculum or approved outside projects according to particular student interests. Independent study with the Dance faculty in ground-breaking research is encouraged.

Economics/Accounting

OVERVIEW

The Department has two master's degree programs, one in Economics and the other in Accounting. Graduate Students are actively engaged in the research and teaching missions of the department. Both programs equip students with analytic tools that can be directly applied to business and public policy. The PhD program in economics is based at the City University Graduate Center. Under special circumstances, advanced students in the MA program may take up to 12 credits and transfer them to Hunter towards their MA.

Because our programs integrate theory, quantitative methods, and practical applications, Hunter MA and MS graduates regularly move into interesting, well-paid positions in business, government, and international organizations. They are also prepared to enter PhD programs at top-ranking universities. In addition, Accounting graduates are qualified to take the CPA examination in New York State.

Programs and Courses

Programs and Courses in Economics and Accounting

Economics - Doctor of Philosophy

Economics PhD program

Administration and Faculty

Chair:
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Website: http://econ.hunter.cuny.edu
Accounting Graduate Adviser:

Toshiaki Mitsudome
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msacct@hunter.cuny.edu

Faculty

Economics/Accounting Faculty

HEGIS Codes: 2204 (Economics), 0502 (Accounting)

Accounting - MS

Program

The MS in Accounting program at Hunter College is designed for students who have satisfied the academic requirements for an undergraduate degree in accounting. It will provide intensive training in accounting research, information systems, ethics, and advanced coverage of the core topics in accounting. Students completing the program will be well equipped for a successful career in accounting. Hunter’s MS in Accounting has been approved by the New York State Department of Education as a CPA licensure-qualifying program for students who have earned a BS in Accounting at Hunter College or an equivalent undergraduate program. New York State requires all CPA candidates to have completed 150-credit hours in order to sit for the Uniform CPA Examinations. The graduates of the MS program will be able to fulfill this requirement. The MS program is a 30-credit program consisting of six required courses, two accounting electives, and two non-accounting electives. It can be pursued on a full-time or part-time basis. The program curriculum and admission requirements are outlined below. The accounting faculty within the Economics Department at Hunter College has established a record of teaching excellence, and has produced research of the highest quality within the field of accounting.

Requirements for Admission

A BS degree in Accounting from Hunter College or the equivalent from another regionally accredited college or university with:

- An overall GPA of 2.75 and a GPA of 3.0 in accounting courses
- Two letters of recommendation
- A GMAT score ((Hunter College undergraduates who apply during their senior year are exempt from this).
- A TOEFL score (if an applicant has received all or part of the undergraduate education in a country where English is not the native language).

Students applying with undergraduate degrees other than a BS in Accounting from Hunter may be accepted under the above standards but will need to meet the academic requirements of Hunter's BS in Accounting in addition to the requirements for the MS degree. (The undergraduate requirements include an accounting core comprised of ACC 27100 and 27200, Principles of Accounting I and II; ACC 37100 and 37200, Intermediate Accounting I and II; ACC 47100 and 47200, Advanced Accounting I and II; ACC 28000 and 38000, Business Law I and II; ACC 37400, Cost Accounting; ACC 37300 and 47300, Federal Income and Business Taxation; and ACC 47500, Auditing. For a complete description of the undergraduate requirements, see the Hunter College Undergraduate Catalog).
Requirements for the Degree

The MS in Accounting program requires a student to earn 30 credits: 18 credits from a required core of six courses, 6 credits in accounting electives, and 6 credits in non-accounting electives, as outlined below. Additionally, a capstone research project will be undertaken as part of the required coursework.

Required courses

The following 3-credit courses are required of all students in the program:

**ACC 77000 - Business Ethics, Communications, and Professional Accounting Research**

Methods and techniques of professional accounting research, ethical issues in accountancy and business, and business communications.

*Hours 3
Credits 3*

**ACC 77100 - Advanced Financial Accounting Theory**

Coverage will include contemporary financial reporting issues as they relate to FASB's conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.

**ACC 77200 - Accounting Information Systems**

An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.

**ACC 66000 - Managerial Economics for Accountants**

The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

*prereq: ECO 32100* and either ECO 30000 or ECO 60000. The graduate adviser may waive the ECO 30000/60000 requirement in appropriate circumstances

*Hours 3
Credits 3*

* If these courses have not been taken at the time of admission, they may be taken while in the MS program but will not count towards the 30 credits needed to complete the degree.

**ACC 78000 - Academic Accounting Research Methodology and Project**

Methods and techniques for academic accounting research. A capstone research project will be completed.
ACC 77500 - Advanced Auditing

Applies principles covered in undergraduate auditing. Topics include auditing of EDP systems; computer-assisted auditing techniques; and a review of special reports, reports on internal control, accounting and review services; and governmental auditing standards.

Note(s)

*The following may be substituted for ECO 66000 with permission of the program adviser.

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

Electives

An additional twelve (12) credit hours, selected from among the following 3-credit courses, are also required. Students are required to take two courses from the accounting electives and two from liberal arts (non-accounting electives).

Accounting Electives

ACC 77300 - Advanced Federal Income Taxation

Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.

ACC 77400 - Advanced Managerial Accounting

Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.

ACC 77600 - Governmental Accounting

Accounting, reporting, and auditing issues unique to governmental and nonprofit entities, as well as multinational business entities. Special issues related to audits under GAS and for US companies operating internationally will be covered.

ACC 77700 - State and Local Taxation

State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.
Other (Non-Accounting) Electives

Any other 600- or 700-level course offered by the Hunter College Economics Department may be taken as a non-accounting elective. Graduate level courses within the Department of Urban Affairs and Planning and the graduate program in Social Research may also be taken as electives.

Economics - BA/MA

The Department of Economics makes it possible for students to earn both a BA and an MA degree in economics within the credits required for a BA at Hunter. BA/MA students must complete the requirements for both the BA and MA degree. Students who wish to declare the BA/MA major must have a 3.0 average in Economics and in the cumulative index, with a minimum grade of B in ECO 300, and ECO 321, and a C in Math 150, or their equivalents. Continuing in the program is contingent upon maintaining a 3.0 GPA in Economics and the cumulative index and receiving a minimum grade of B in ECO 301 and an average grade of B in Math 150 and Math 160.

- Economics - BA
- Economics - MA

Economics - MA

Hunter’s master’s program in economics equips students with analytic tools that can be directly applied to business and public policy. The program integrates economic theory, quantitative methods and practical applications, and emphasizes elective courses in international trade and finance, economic development, financial economics, industrial organization, corporate governance, labor economics and public finance. Hunter MAs regularly move into interesting, well-paid positions in business, government, and international organizations. They are equally prepared to enter PhD programs at top-ranking universities.

Under the direction of professors who combine distinguished academic credentials with wide experience in economic research and applications, students studying for an MA at Hunter may participate in such major ongoing projects as: taxation, government spending, and economic growth; earnings of immigrants and minority groups; saving and investment in rural economies; taxation and the regional economy; social security and public welfare; tax competition; health outcomes; corporate investment and financial decisions; regulatory policy; corporate control; location choices of immigrants.

The program is offered in the evening to accommodate students who hold full- and part-time jobs.

Requirements for Admission

Applicants to the MA program in economics must provide their scores on either the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). Hunter College undergraduates with a GPA of 3.5 or higher are exempt from the GRE/GMAT requirement. In addition to the other Requirements for Admission to Hunter, the following departmental requirements must be met: at least 18 credits of undergraduate courses in economics, at least 9 credits of undergraduate courses in mathematics, and two letters of recommendation from college teachers, including one from a member of an economics department. The credits in economics must include at least six in principles of economics, and at least three in each of the following courses: economic statistics, introductory econometrics, intermediate microeconomics, and intermediate macroeconomics. The credits in mathematics must include two semesters of calculus and one of matrix algebra. Intermediate microeconomics, intermediate macroeconomics, introductory econometrics, calculus I and II, and matrix algebra are prerequisites for required courses in the MA program.
Students who have not completed these courses at the time of admission will be required to complete the needed course(s) during their first semester at Hunter. (Completion of such courses cannot be counted towards the MA.)

Requirements for the Degree

Of the 30 credits required for the degree, at least 24 must be devoted to courses in economics. The remaining 6 may be taken in related fields with permission of the department. All candidates are required to complete the following.

**ECO 70100 - Microeconomic Theory**

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

*prereq:* ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B

*prereq or coreq:* MATH 15500

**ECO 70300 - Macroeconomic Theory**

Determinants of national income, output, employment and price levels, including microeconomic foundations of aggregate consumption, saving, and investment; theories of the business cycle and long-term growth; effects of public policies on employment, inflation and economic growth.

*prereq:* ECO 30100 with a grade of B; MATH 15000 and MATH 16000 with average grade of B

*prereq or coreq:* MATH 15500

**ECO 72100 - Linear Econometric Analysis**

Econometric analysis of linear statistical models. Topics include: ordinary least squares-estimation, inference, testing and specification testing; instrumental variables and simultaneous equations models; panel data regression; time series and forecasting.

*prereq:* ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B

*prereq or coreq:* MATH 15500

**ECO 72200 - Non-Linear Econometric Analysis**

Econometric analysis of nonlinear statistical models. Maximum likelihood estimation; models for binary outcomes; models for ordered and unordered multinomial outcomes; models for self-selection; count data models.

*prereq:* ECO 72100

*prereq or coreq:* MATH 16000

The degree can be earned in two ways:

1. Completion of 27 credits of course work and 3 credits of Thesis Research. Students must submit a satisfactory master’s thesis written under the supervision of a member of the economics faculty.

2. Completion of 30 credits of course work. Students must prepare a supervised extended research paper in two of their courses and earn at least a B+ on each paper.
English

OVERVIEW

Students make the choice to pursue graduate study in English for a number of reasons, both professional and personal, and bring to this study a wide variety of experiences and strengths. MA programs in English at Hunter are designed with this intellectual and practical diversity in mind. Through study with the Department's research-inclined and pedagogically committed teaching faculty, our students are afforded myriad opportunities to develop and practice more sophisticated reading, writing and research skills than those required at the undergraduate level. In addition, those who enroll receive guidance in improving their own expertise as not just scholars but teachers of literature. Interested students may choose an English - MA in Literature, Language, and Theory, an MA in Adolescent English - MA / Advanced Certificate, or a Creative Writing - MFA.

Hunter's Creative Writing MFA is a highly selective program in which students work closely with distinguished writers to perfect their writing skills. The course comprises workshops, craft seminars, one-on-one supervisions with faculty, and literature classes. There are three concentrations, fiction, creative nonfiction and poetry, with 12 students in each. Each year, several students are named Hertog Fellows (fiction and nonfiction) and Friedman Scholars (poetry). These students receive a generous stipend and are paired with well-established writers, for whom they conduct research for one semester.

What can I do with my degree in English?

The MA program in Literature, Language, and Theory offers opportunities for both professional advancement and personal development. It may be taken as a terminal course of study or as preparation for doctoral work in English or other humanities fields.

Programs and Courses in English

Programs and Courses for MA and Creative Writing MFA

Adolescent English - MA / Advanced Certificate (Program for Teachers of Adolescent Education (Grades 7-12))

Note: See the School of Education section of this catalog for additional information on admission and program requirements. The School of Education also offers an Advanced Certificate in Adolescent Education for holders of an English MA.

Doctor of Philosophy

The CUNY Graduate Center offers a PhD in English.

Administration and Faculty

Chair:
Sarah Chinn
1212A West
(212) 772-5178
sarah.chinn@hunter.cuny.edu

Department Office:
Program Advisers

English Program Advisers

Faculty

English Faculty

Creative Writing - MFA

Hunter's Creative Writing MFA is a highly selective program in which students work closely with distinguished writers to perfect their writing skills. The course comprises workshops, craft seminars, one-on-one supervisions with faculty, and literature classes. There are three concentrations, fiction, creative nonfiction and poetry, with 12 students in each. Each year, several students are named Hertog Fellows (fiction and nonfiction) and Friedman Scholars (poetry). These students receive a generous stipend and are paired with well-established writers, for whom they conduct research for one semester.

Departmental Requirements for Admission

Candidates must have completed a BA or equivalent at an accredited institution with no minimum GPA. In addition to the Hunter College application, the candidate must submit a creative writing manuscript (10-20 pages of poetry or 20-30 pages of fiction or creative nonfiction) and a 500-word personal statement describing the candidate's relationship to his/her creative work, literary influences, and why the MFA would be beneficial to the candidate's writing career. In addition, creative nonfiction candidates must submit a 500-word creative nonfiction proposal. The GRE is not required.

Departmental Requirements for the Degree

Each candidate must complete an approved program of study of at least 36 credits, which must include:

1) Four writing workshops in chosen genre

2) Two courses in MA literature (not including ENGL 788)

3) Four MFA craft seminars in chosen genre

4) One course in Writing in Conference
ENGL 79800 - Writing in Conference

Individual tutorial directed by a member of the writing faculty.

*Hours 3 hrs
*Credits 3 cr
*To be taken in sequence with ENGL 79900 (MFA Thesis).

5) One course in MFA thesis

ENGL 79900 - MFA Thesis

Independent creative writing project, with regular advisory sessions with primary writing faculty adviser.

*Hours 3 hrs
*Credits 3 cr
*To be preceded in sequence by ENGL 79800 (Writing in Conference).

English - MA

The MA program in Literature, Language, and Theory offers opportunities for both professional advancement and personal development. It may be taken as a terminal course of study or as preparation for doctoral work in English or other humanities fields. In addition to the usual lecture, discussion, and seminar classes, the program offers reading tutorials and the opportunity for writing a research essay under the guidance of a senior faculty member.

Admission Requirements

In addition to the general requirements for admission, the following departmental requirements must be met: 18 credits of advanced undergraduate courses in British and American literature (exclusive of courses in journalism and writing), a writing sample of about 10 pages (preferably an undergraduate research paper) and the GRE General Test. Students who have done their major work in English in non-English-speaking countries are usually not eligible for admission to graduate courses in English without additional undergraduate preparation in an American college or university.

Degree Requirements

Each candidate must complete an approved program of study of at least 30 credits, which must include one course in British literature before 1800, ENGL 77900 Thesis Research and Writing Methods, and ENGL 78900 Master's Thesis. We strongly recommend that students take ENGL 78700 Studies in Literary Theory and Criticism in their first or second semester. Courses other than those offered in the Department of English may be credited toward the 30 credits with the approval of the graduate adviser but they may in no case exceed 6 credits. Six credits of relevant graduate work done at another institution may be credited when approved by the graduate adviser.

Courses

ENGL 78700 - Studies in Literary Theory and Criticism

An in-depth investigation of foundational and current trends in literary theory.
ENGL 77900 - Thesis Research and Writing Methods

Thesis Research in Literature, Language, and Theory introduces students to the scholarly thesis as a form and develops students' research writing skills, culminating in a formal thesis proposal. The course also addresses pragmatic elements of thesis composition including presenting different strategies for time management and introducing students to the administrative processes related to thesis writing and approval within the Department. Several models of successful thesis proposals and theses will be presented for discussion and analysis.

prereq: Students must have taken at least 15 English credits at the graduate level to enroll.
Hours 3 hrs
Credits 3 cr.

ENGL 78900 - Master's Thesis

Individual research and final thesis writing under faculty supervision. Required of all candidates for MA degree in British and American literature.

Foreign Language

The candidate must demonstrate a reading knowledge of French, German, Latin or Spanish. Another language may be substituted with the approval of the graduate adviser.

Comprehensive Examination

The candidate must pass a written take-home examination/paper in literature, language, and theory.

Master of Arts Thesis

The candidate must submit a satisfactory master of arts thesis, incorporating original work and research, which will be approved by two appropriate members of the faculty and the graduate adviser.

Nonmatriculants

After applicants have been accepted by Hunter College as nonmatriculant students, their records must be evaluated prior to registration by the graduate adviser before they can be admitted to English Department courses. Acceptance by Hunter College does not guarantee acceptance by the Department of English. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

Film and Media Studies

Overview

With a world class faculty and up-to-date production facilities, Hunter College's Department of Film & Media Studies offers a graduate MFA degree in Integrated Media Arts. This degree focuses on politically and socially engaged creative work and the social role of media and technology. Our program educates multi-disciplinary media professionals, socially aware and competent in the diverse range media skills that are being brought together in a digital media environment.
The IMA Program offers a 48-credit course of study, combining analytical seminars, interdisciplinary research, and creative workshops in writing, visual communication, and media production, and culminating in an advanced thesis project and paper. Student work in the program has included single channel documentaries, interactive websites, handmade electro-mechanical devices, public exhibitions, interactive installations, transmedia narratives, live performances, and rich media for the expanding spectrum of screen based platforms. Building on a foundation of research and analysis, IMA students explore and create new ways to advance information and ideas, balancing critical thinking with aesthetics, contemporary issues with an historical perspective, theory with practice, and traditional methods with new technologies.

What can I do with my degree in Film and Media Studies/Integrated Media Arts?

Graduates work in media, communications, advertising, marketing and the entertainment industry. Advances in technology are opening up a host of other career options for individuals with degrees in multimedia. As multimedia continues to infiltrate our culture and work its way into our everyday lives, the future may hold even more unknown opportunities.

Program and Courses

Integrated Media Arts - MFA

Administration and Faculty

Chair:

Kelly Anderson
433 North
(212) 396-6066

Department Office:

433 North
(212) 772-4949
https://ima-mfa.hunter.cuny.edu
Hours of Operation: Monday-Friday 9:00 AM - 5:00 PM

MFA Program Director:

Andrew Lund
402B North
(212) 772-4556
alund@hunter.cuny.edu

Faculty

IMA Faculty
Integrated Media Arts - MFA

The MFA Program in Integrated Media Arts (IMA) offers advanced studies in nonfiction media making. The IMA Program educates multi-disciplinary media makers in a diverse range of skills across the media landscape. Working with faculty from film, video, emerging media, and journalism backgrounds, students learn to conceptualize, create and distribute innovative, politically and socially engaged expression using contemporary media technologies. The IMA Program offers a 48-credit course of study, combining analytical seminars, interdisciplinary research, and creative workshops in writing, visual communication, and media production, and culminating in an advanced thesis project and paper. IMA students can also engage in collaborative production labs, intensive tech workshops, a teaching mentorship program, and outside creative residencies. The IMA Program's robust non-credit offerings include the IMA film screening series, visiting artist lectures as well as master classes and student critiques with prominent artists and media makers. Student work in the program has included single channel documentaries, interactive websites, handmade electro-mechanical devices, public exhibitions, interactive installations, transmedia narratives, live performances, and rich media for the expanding spectrum of screen based platforms. Building on a foundation of research and analysis, IMA students explore and create new ways to advance information and ideas, balancing critical thinking with aesthetics, contemporary issues with an historical perspective, theory with practice, and traditional methods with new technologies.

Admissions Requirements

Students are accepted into the program for fall semester enrollment only. February 1st is the closing date for completed fall applications. The IMA Program is highly selective, enrolling approximately 15 students each year. Applicants are expected to present the following:

- A bachelor's degree, with a minimum GPA of 3.0 on a 4.0 scale.
- 3 letters of recommendation from people able to comment on an applicant's creative and academic talent and determination.
- A portfolio of media works, indicating talent and promise. Submitted works may include videos and films, interactive digital design, photography, sound, graphic design, journalistic writings, etc.
- A personal statement describing the applicant's long-term objectives as a media maker and the social impact they hope their work will have. Statements should also explain why Hunter's MFA Program in Integrated Media Arts is particularly relevant to the applicant's creative goals.
- An official transcript of undergraduate studies.
- A completed graduate application form

Note: Applicants whose native language is not English must take the Test of Written English (TWE) component of the TOEFL examination. For more information see the IMA Program Admission Guidelines.

Degree Requirements (48-50 credits)

The 48-50 credit degree consists of 27 required credits (9 courses), 21 elective credits (7 courses), and several non-credit requirements. Students must take the following courses:

IMA 70000 - Visual Culture Seminar

This course combines self-directed research in visual studies with an introduction to the comparative study of visual culture including approaches from art, media, philosophy and cultural studies contexts. This seminar is a workshop-format research-oriented, criticism-intensive exploration of visual culture methods across media, time periods and critical methods. Students will be asked to develop a Visual Culture Project on a research topic of their own choosing while sharing presentations of readings on topics related to theoretical approaches to visuality drawn from a variety of disciplinary frames designed to give students a broad overview of useful tools for thinking about the visual world.
IMA 70200 - History and Theory of Emerging Media

An exploration of the history of digital and Internet-based art, approached through a comparative framework drawn from the aesthetic history of post-war computing, experimental cinema, and contemporary art history.

prereq: IMA 70000 or IMA 70100

IMA 70900 - History and Theory of the Documentary

This course examines canonical films from the first 100 years of documentary filmmaking in their historical and theoretical context, and analyzes the formal and technological innovations of documentary's pioneers. The course also explores the intersections of documentary art with other art forms and considers the opportunities and responsibilities of a documentary storyteller.

prereq: IMA 70000 -or- IMA 70100

IMA 75000 - Emerging Media 1

This hands-on production course introduces students to the practical fundamentals of visual studies, design, digital graphics and illustration. It is a foundations course in 2D design, illustration and digital imaging. Students are introduced to a range of media production equipment and techniques, including: The history of design, computer graphics, illustration and new media; Issues in visual studies; Image composition, framing, and layout; Typography and text/image relationships; and Basic imaging and vector based illustration software.

IMA 75100 - Documentary 1

This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.

IMA 75200 - Emerging Media 2

This hands-on class teaches you the skills needed to build basic, well-designed websites. Learn how to layout pages, format text, and optimize images for professional-looking web pages. The course covers HTML, CSS, introductory
JavaScript and JS Frameworks, corresponding software as well as combination of text and graphics, creating and optimizing GIFs and JPEGs, animated GIFs. Lectures and exercises focus on creating cohesive websites with effective information architecture, well-designed interfaces, interactivity and usability. Throughout the semester readings relating to net culture, tactical media and other creative forms for network spaces will be required.

prereq: IMA 75000
Hours 4 hrs
Credits 3 cr.

IMA 75300 - Documentary 2

This workshop guides students through the process of producing and filming a documentary video project. Course work includes researching an idea, writing a proposal and script, developing interview subjects and/or situations for filming, and budgeting, scheduling and shooting the documentary project.

prereq: IMA 75100
Hours 4 hrs
Credits 3 cr.

IMA 79600 - Thesis Production

In this first part of a required two-course MFA capstone thesis sequence, students work individually with their primary thesis advisors to conceptualize, research, and develop an original creative thesis project. Students shape a practical and expressive project plan and produce the requisite preproduction elements needed to support the production of the thesis project the following semester.

prereq or coreq: Approval of IMA Program Director
Hours 3
Credits 3

IMA 79800 - Thesis Production

Thesis Production is the second part of a required two-course sequence in which students develop and produce an original thesis project as their capstone creative work in the IMA program. During this semester, students will engage in production and postproduction of their thesis projects.

prereq: IMA 796000
Hours 3
Credits 3

Electives

21 elective credits (7 courses) drawn from advanced IMA course offerings with graduate adviser approval required.

* Note that with approval of the Primary Thesis Advisor and the Program Director, a student may elect to continue thesis for up to two additional semesters by registering for IMA 79900, the 1-credit Thesis Extension course, thereby increasing the total credits for degree to 49 or 50.

Students must complete the following non-credit requirements
• **Collaborative Residency:** Students are required to complete a Collaborative Residency, which can be an in-house project or external creative residency that must be defined in conjunction with the graduate adviser and must involve collaboration among different media makers. For more information see the IMA Program Guidelines.

• **Critique Sessions:** Students must pass two critique sessions in order to begin work on the Thesis Project. Students who do not pass either the First or Second Critique after three attempts must withdraw from the IMA Program. For more information see the IMA Program Guidelines.

• **Thesis Requirements:** To graduate, students have a maximum of two years to complete the creative component of the Thesis Project, present this project to a panel of three advisors in a Thesis Defense, submit a Thesis Paper that is approved by the Primary Thesis Advisor and conforms to the College's guidelines for Master's Theses in Arts & Sciences, and exhibit the Thesis Project in the IMA Program's Thesis Show. For more information see the IMA Program Guidelines.

**Note**

Students must fulfill all degree requirements within five years of matriculating. Non-matriculated students require permission of the IMA Program Director and the instructor for enrollment in any IMA course.

**Geography and Environmental Science**

**Overview**

The Hunter College Department of Geography and Environmental Science is the largest and one of the most technologically advanced geography programs in the New York City metropolitan region. The department offers an MA in Geography, MS in GeoInformatics, and a graduate level post-baccalaureate Certificate Program in Geographic Information Science. In addition, the department contributes to three Masters level programs in conjunction with the Hunter College School of Education (helping train teachers of geography and earth science), and to the PhD Program in Earth and Environmental Sciences at the City University of New York (CUNY) Graduate School.

Our oldest graduate program, the MA in Geography, provides state-of-the-art knowledge of contemporary urbanization, the global economy and migration, global climate change and sustainability together with advanced analytical skills, including quantitative, qualitative, and geospatial research methods for addressing the vital problems humanity is facing today. Our students conduct research in many parts of the world while also focusing on New York City and the challenges to its populations, environments, and neighborhoods. In partnership with the School of Education's BA/MA program in Environmental Studies and Adolescent Education the Geography MA also fulfills the need for educated geographers and geography/earth science teachers in New York City and New York State.

The GIS Certificate Program is practically oriented to provide students with the fundamental skills and concepts in Geographic Information Science. It is anticipated that they will apply these newly acquired techniques to their domain of study. The GIS Certificate Program attracts professionals who seek expertise in geospatial analysis that will enhance their professional competence. In addition, MA students can earn Certificate in GIS concurrently.

The new MS in GeoInformatics program (MGEOi) takes a computational approach to the analysis, modeling and visualization of spatial-temporal data. It offers highly competitive advanced quantitative and technical skills in geospatial analysis, open source tools, and coding that are in high demand in both the public and private sectors. Students leave with a strong background in spatial-temporal data analytics.

In all our programs, faculty and students do research that seeks to improve the social, environmental, and economic well-being of New Yorkers. The Department of Geography takes pride in helping to advance the careers of underrepresented groups in geography and related fields.
What can I do with my degree in Geography, GeoInformatics, or GIS?

Our website features stories about our former students. In general, MA graduates often continue with their graduate work in PhD programs in geography and related fields. Most, however, become professionals whose expertise in the above areas is widely used by the governments and administrations of New York City and New York State, the US Bureau of the Census, and private industry; they also develop careers as geography/earth science teachers. GIS certificate students enhance their skillset by adding GIS expertise to their main field. Many GIS certificate students proceed to earn MA in Geography.

As of this writing Hunter's MGEOi (MS in GeoInformatics) program is one of only two in the country specializing in GeoInformatics. Our program is designed primarily as a professional degree, filling a market need in a well-paid discipline with an emphasis on technology implementation with an engineering/computer science approach rather than a purely applied use of GIS. Training includes computational aspects of spatial data science such as modeling and programming, remote sensing, visualization, databases, spatial ontologies, spatial statistics, big data, and complexity. Students will have opportunities to explore links with both Geography and Computer Science faculty at Hunter College and with employers and the tech community in the New York metropolitan area.

Centers & Facilities

Geography Centers & Facilities

Programs and Courses

- Programs and Courses in Geography and Environmental Science
- Programs Offered in the School of Education

Doctor of Philosophy

The Department of Geography participates in the PhD Program in Earth and Environmental Sciences based at the CUNY Graduate Center. Students in this program may select Hunter College as their "home" college and geography as their specialty. Since 2005 this program has a separate track in geography. For application forms and further information, write to: Executive Officer, PhD Program in Earth and Environmental Sciences, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016 or go to

Grad Center Earth and Environmental Sciences

Administration and Faculty

Chair

Marianna Pavlovskaya

1003F North

(212) 772-5320
Faculty

Geography and Environmental Science Faculty

HEGIS Codes: 2206 (Geography); 2205 (Adolescent Education); 4999 (Environmental Studies)

Environmental Studies and Adolescent Education-BA/MA

The Geography Department together with the School of Education also offers a 5-year combined BA/MA Program in Environmental Studies and Adolescent Education. This program is designed for highly qualified Environmental Studies majors who, during the course of their sophomore year, decide to pursue a career in secondary school teaching. For more information please contact the Department of Geography.

Geographic Information Systems Certificate

The Post-Baccalaureate Certificate Program in Geographic Information Systems was established in 2001 to meet the demand for people with expertise in GIS. The GIS Certificate program is a 15-credit post-baccalaureate professional program that offers advanced training in Geographic Information Science (GIS). Students are required to take five graduate-level GIS classes including GTECH 71000 - Concepts and Theories in GeoInformatics, GTECH 73200 - Advanced GeoInformatics, and three other GTECH or related courses. Students are strongly urged to include GTECH 70900 - Introduction to Geographic Information Systems in their list of courses. Those interested in GIS development are encouraged to take two programming-oriented classes (GTECH 73100 - GeoComputation I and GTECH 73300 - GeoComputation II). Students planning a career in GIS applications are encouraged to choose from the wide range of
applications courses. Students interested in remote sensing may take the sequence of GTECH 71200 - Remote Sensing of Environment through GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing courses and those interested in cartography and geovisualization may take GTECH 72100 - Introduction to Cartographic Design and Geovisualization and GTECH 72200 - Advanced Topics in GeoVisualization. Courses taken to fulfill the requirements of the GIS certificate program may also count towards fulfillment of the Geography MA degree. This happens automatically for GIS certificate students who concurrently enroll as MA students. For students who enroll in the GIS certificate program prior to enrolling in the MA program, the student must request the transfer of credits. The GIS Certificate program does not accept transfer credits to satisfy the minimum 15 credits required for the program. As the GIS certificate program is a non-degree program, GIS certificate students are considered "non-matriculated." Enrollment in the GIS certificate program does not guarantee eligibility for financial aid or for a student visa. For more information contact the United States Citizenship and Immigration Services (http://www.uscis.gov/portal/site/uscis).

Admission Requirements

For applicants who are currently matriculated and in good standing in a graduate-degree program at Hunter College, there is one requirement to be considered for admission: The student must have passed a college-level statistics course that covers hypothesis testing and simple statistical modeling techniques. All other applicants must meet the following minimum requirements in order to be considered:

1. The student must hold a bachelor's degree from a regionally accredited institution, comparable in standard and content to a bachelor's degree from Hunter College.
2. The student must demonstrate the ability to pursue graduate work successfully. In general, the minimum requirements for consideration are a B-minus average in the undergraduate record as a whole and a B average in the major.
3. The student must have taken a college-level statistics course which covers basics such as hypothesis testing and simple statistical modeling techniques.

Requirements for the Certificate

Completion of the post-baccalaureate certificate program in GIS requires a minimum of 15 credits, which include:

Required Courses (6 cr.)

**GTECH 70900 - Introduction to Geographic Information Systems**

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

*Hours 4  
Credits 3  
Material Fee: $15.00*

**GTECH 73200 - Advanced GeoInformatics**

Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in GeoInformatics, including data models, algorithms, GIS analysis and scripting.

*prereq: GTECH 70900 and GTECH 71000  
Hours 45 hrs including conference,  
Credits 3 cr*
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

Elective Courses (9 cr.)

**GTECH 70200 - Quantitative Methods in Geography**

Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

*prereq: Permission by instructor
  Hours 3 hrs
  Credits 3 cr.*

**GTECH 70500 - Spatial Data Analysis**

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

*prereq: one course in statistics and permission of the instructor
  Hours 60 hrs including conference (2 lectures, 2 labs),
  Credits 3 cr.

**GTECH 71000 - Concepts and Theories in Geoinformatics**

Theoretical and conceptual foundations of Geoinformatics and Geographic Information Science. For MS Geoinformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

*coreq: Departmental permission required
  Hours 3
  Credits 3

  *fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.*

**Material Fee:** $15
GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor
Hours 60 hours (2 lecture and 2 hour labs weekly),
Credits 3 cr
GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra
Hours 6
Credits 3 cr
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.
Material fee: $15.00

GTECH 72100 - Introduction to Cartographic Design and Geovisualization

This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.
Material Fee: $15

GTECH 72200 - Advanced Topics in GeoVisualization

This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15
GTECH 73100 - GeoComputation I

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

**prereq:** GTECH 70900  
**Hours:** 4 hrs.  
**Credits:** 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**Material Fee:** $15

GTECH 73300 - GeoComputation 2

Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programmed. Emphasis is on an object-based computational paradigm and spatial data structures.

**prereq:** GTECH 73100 and GTECH 73200  
**Hours:** 4 (2 lecture, 2 lab)  
**Credits:** 3

Spring 2022 Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 785XX - Special Topics in GIS

GIS Applications in various fields such as Social Geography, Urban Geography, and more.

**prereq:** GTECH 71000 or equivalent or permission of the department  
**Hours:** 3  
**Credits:** 3

Requirements for the Degree Program:

1. Five graduate-level GIS classes as listed above.
2. 6 crs. for the two required courses.
3. 9 crs. for three electives.

Minimum GPA Requirement

3.0 average or better on all core and elective courses. Additional elective courses may be added to this list or may be used as substitutes with the approval of the GIS Certificate adviser.

Application Deadline

- For fall semester: July 1 (April 1 for international students)
- For spring semester: January 1 (November 1 for international students)
Program

Geography - MA

Return to Geography and Environmental Science Department

The Department of Geography and Environmental Science offers a Master of Arts in Geography with a range of courses in human geography, physical geography, regional geography, and geographic techniques and methods. There are four broad concentration areas: environmental studies, geographic information science, places and cultures, and urban geography studies. The program accommodates students with a variety of professional backgrounds, and with academic training in social sciences, computer science, environmental science/engineering as well as traditional geography. The program emphasizes geographic and social theory and analytical methodologies in human, physical, and environmental geography, as well as geographic information science. A limited number of research, teaching, and college assistantships are available. The MA degree can be completed through either a thesis or exam. Full-time students may be able to complete the MA within three semesters, but the average time for degree completion is three years. Many courses are offered in the evening to accommodate part-time and working students.

An MA in Geography from Hunter can lead to employment with local and national governments, international agencies, non-government organizations, corporations, consultants and information technology companies. The New York area is home to diverse urban communities, dynamic economies and cultures, government structures of all levels (from local to international), and corporate headquarters. Located on Manhattan's Upper East Side, Hunter College is close to these activities and is highly accessible from all parts of New York City and surrounding areas. Students who wish to continue graduate work at the PhD level will find themselves well prepared and equipped with the research and technical skills necessary for advanced research.

Admissions Requirements

Admissions procedures are as established by the Hunter College Office of Graduate Admissions. See Graduate Admissions: General. Candidates must have a BA or BS or equivalent, an undergraduate GPA of at least a B minus, with a B average in the major, and (normally) the completion of at least 18 credit hours in geography. A lack of a background in geography will not impede admission, but the student is expected to gain basic knowledge of geography prior to graduation in consultation with the student's adviser. It is recommended that students enter the program with knowledge of basic statistics. Foreign students whose first language is not English must take the Test of English as a Foreign Language. Two letters of recommendation are required.

If you have any questions about the information in this catalog, please contact the Geography MA adviser (Prof. Hongmian Gong, gong@hunter.cuny.edu).

Application Deadlines

For fall semester: April 30 (February 1 for international students) For spring semester: November 30 (September 1 for international students)

We encourage graduate application submissions by early deadlines of September 1 and February 1. This will help with allocation of scholarships and funding if these are available.

Requirements for the Degree

The Master of Arts consists of 31 or 36 graduate credits, depending on the program option chosen, selected from three types of courses: GEOG, PGEOG and GTECH. GEOG classes cover human geography, nature/society, and regional
geography, while PGEOG classes cover physical geography and environmental science. GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing, and cartography. Classes vary in their structure from laboratory classes to lecture/discussions and seminars. Graduate courses outside of the GEOG, GTECH and PGEOG prefixes may be applied to the degree within the parameters listed below.

Students must complete a minimum of credits in one of the following options:

A. Thesis Option:

A minimum of 31 credits consisting of:

1. A minimum of 30 credits of course work consisting of

(exclusive of GEOG 799)

GEOG 70100, 70200, 70154 (7 cr)

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,
Credits 3 cr
fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference
Credits 3
spring only

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,
Credits 1 cr
fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

A minimum of 11 additional credits

A minimum of 11 additional credits selected from GEOG, GTECH and PGEOG courses numbered 70100 or higher. PGEOG 63000, PGEOG 66000, and GEOG 65000 are exclusively for MA-TEP and BA/MA-TEP students and cannot be counted toward the MA in Geography.

A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH or PGEOG courses as approved by the graduate adviser. **

2. One credit of the following leading to a thesis approved by the student’s graduate advisers

**GEOG 79900 - Thesis Research in Geography**

Open to students electing the thesis option only.

*prereq: GEOG 701 and permission of the department*

1-6cr may be repeated for credit but only one credit may be applied to satisfy degree requirements. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

3. Formal approval of a study proposed for thesis research.***


5. A formal presentation of the student’s thesis research.

B. Examination Option:

A minimum of 36 credits consisting of:

1. Geography (7 cr)

**GEOG 70100 - Geographic Thought and Theory**

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

*Hours 45 hrs including conference, Credits 3 cr*

*fall only This course may be used as part of the MA Teacher Education Program in Social Studies.*
GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,
Credits 1 cr
Fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference
Credits 3
Spring only

A minimum of 17 additional credits

A minimum of 17 additional credits selected from GEOG, GTECH, and PGEOG courses numbered 70100 or higher. PGEOG 63000, PGEOG 66000, and GEOG 65000 are exclusively for MA-TEP and BA/MA-TEP students and cannot be counted toward the MA in Geography.

3. A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH, and PGEOG courses as approved by the graduate adviser.**

4. A passing grade on the comprehensive examination

A passing grade on the comprehensive examination conducted by the student’s graduate committee.

5. A research paper of publishable quality

A research paper of publishable quality prepared in the format of The Professional Geographer or its equivalent.

6. A formal presentation of the student’s research paper.

Additional Information

Students who are accepted into the program, who have already earned credits with a grade of B or higher as nonmatriculated students, may transfer only two (2) courses or eight (8) credits, whichever is greater, from
nonmatriculated status to matriculated status. In exceptional situations, up to 12 credits earned as a nonmatriculated student may be transferred to matriculated status.

Although both options may prepare students for additional graduate work, the thesis option is recommended for those who might wish to pursue the PhD in geography or an allied field. The examination option is recommended for students seeking a terminal MA.

Students who are accepted into the Geography MA program and register for courses may transfer up to a maximum of 9 credits of relevant graduate coursework from regionally accredited institutions, including courses taken at Hunter College while enrolled in another degree program, whether a master’s degree was awarded or not. Transfer of credits is subject to review and approval by the Graduate Adviser. Applicants to this program should be aware that there is no promise of automatic transfer of credit on the graduate level. With the approval of the Graduate Adviser, students may include up to 9 credits of graduate-level courses taken outside the Department of Geography at Hunter College toward completion of their degree, including transferred courses and courses taken in other CUNY graduate programs. (Exception: students who have received their B.A. in Geography or Environmental Studies from Hunter College may, with the approval of the Graduate Adviser, include up to twelve credits taken outside the department.)

Language Requirement

A foreign language is not required for the MA in geography. However, students interested in regional studies or further graduate work are strongly encouraged to master a foreign language. Students emphasizing technical skills are strongly encouraged to master one or more computer programming languages.

Completion Time

The School of Arts and Sciences allows four years to complete a MA degree. A petition to the Dean is required to exceed the limit. Most full-time students are able to complete the MA requirements in 4 semesters or fewer. To accommodate all students, many courses are offered during the evening.

Assistantships

A limited number of teaching and research assistantships are available from the department. Students seeking assistantships should state so in their statement of purpose included with the application. They should also indicate what skills and qualifications they have for research or teaching assistance.

Note(s)

* Graduate students entering the program without a geography background will be required to take 6 credits in geography outside their principal area of concentration (GEOG, PGEOG or GTECH).

** Graduate students entering the program without a geography background will be limited to 6 credits taken outside the program. Students who were undergraduate majors in geography can appeal to the Graduate Committee to take more than 12 credits outside the program.

*** Students must submit to their committee the proposal for thesis research no later than the end of the semester in which they finish their 20th credit in the program.

Return to: Geography Department

Geoinformatics - MS
The MS in GeoInformatics program is an interdisciplinary degree that features courses in GeoInformatics, GIScience, and some GIS application areas. It provides an opportunity to train students in aspects of GeoInformatics not covered by our department's GIS Certificate Program. The MGEOi is a science-based MS program designed to prepare students for management- and advanced research-level employment positions.

As of this writing Hunter's program is one of only two in the country specializing in GeoInformatics. Our program is designed primarily as a professional degree, filling a market need in a well-paid discipline with an emphasis on technology implementation with an engineering/computer science approach rather than a purely applied use of GIS. Training will include computational aspects of spatial data science such as modeling and programming, remote sensing, visualization, databases, spatial ontologies, spatial statistics, big data, and complexity. Students will have opportunities to explore links with both Geography and Computer Science faculty at Hunter College and with employers and the tech community in the New York metropolitan area.

Students receiving a Master of Science in GeoInformatics must choose one of two program options: the Thesis Option or Exam Option. The Thesis Option is recommended for students who will subsequently pursue a PhD. For other students, either option is acceptable. The program curriculum and other requirements are outlined in subsequent sections.

In addition to traditional courses, students will have the opportunity to participate in an active technology and research seminar series, field trips to local private and public sector GIS groups and research sites, as well as contribute to real-world GIS projects through internal and external mentorship programs. In particular, we are working on an internship model with Manhattan Borough President's Office of New York City.

Admission Requirements

1. GPA of at least 3.0
2. GRE exam scores
3. BA or BS degree
4. Two letters of recommendation
5. Personal statement
6. Students are required to have taken*
   o An introductory statistics course
   o Introductory computer science/programming course

Notes:

* Students will have the opportunity to challenge these requirements if they are able to prove proficiency in statistics and/or computer programming.

Foreign students whose first language is not English must also take the Test of English as a Foreign Language (TOEFL) and meet the requirements set by Hunter College. See Graduate Admissions

Progress Requirements

Students are expected to maintain a cumulative GPA of at least 3.0 in order to continue in the program.

Requirements for the Degree Program:

Choose one option

Thesis Option (35 credits)
Core Courses (20 credits required)

GTECH 70200 - Quantitative Methods in Geography

Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

prereq: Permission by instructor
Hours 3 hrs
Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70800 - Seminar in GeoInformatics

This seminar is an introduction to the wider GeoInformatics field/industry. Students will be exposed to a number of professionals and researchers in the NYC area, and each student will be required to organize their own speaker from the community. The goals of this seminar course are twofold: to introduce students to the wider GeoInformatics community, and to promote networking and lasting interactions with local and regional GeoInformatics professionals. Students will identify, approach, and invite local and/or regional GeoInformatics professionals to give a talk in one of the weekly seminar sessions for this course. Each student will be responsible for bringing in a speaker, and at the end of the course, the student will be required to discuss the speaker's work, and the research, news, or information that the speaker presented.

Hours 1 hr.
Credits 1 cr.

GTECH 70900 - Introduction to Geographic Information Systems

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

Hours 4
Credits 3
Material Fee: $15.00

GTECH 71000 - Concepts and Theories in GeoInformatics

Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

coreq: Departmental permission required
Hours 3
Credits 3

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department
GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor

Hours 60 hours (2 lecture and 2 hour labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73100 - GeoComputation I

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

prereq: GTECH 70900

Hours 4 hrs.

Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73200 - Advanced Geoinformatics

Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in Geoinformatics, including data models, algorithms, GIS analysis and scripting.

prereq: GTECH 70900 and GTECH 71000

Hours 45 hrs including conference,

Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

Elective Courses (12 credits required)

GTECH 70500 - Spatial Data Analysis
Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

prereq: one course in statistics and permission of the instructor
Hours 60 hrs including conference (2 lectures, 2 labs).
Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra
Hours 6
Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material fee: $15.00

GTECH 72100 - Introduction to Cartographic Design and Geovisualization

This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.
Material Fee: $15

GTECH 72200 - Advanced Topics in GeoVisualization

This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73300 - GeoComputation 2
Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programmed. Emphasis is on an object-based computational paradigm and spatial data structures.

**GTECH 73400 - GeoWeb Services**

This course will examine the principles of GeoWeb services in a hands-on fashion. Students will learn about the different standards that are being used in the context of the GeoWeb. They will be introduced to different commercial and open source software solutions and learn how to set up, manage, and use these services. Students will explore the different technologies introduced in class in the lab assignments. Each student will present a topic to the class based on readings provided by the instructor. In the second half of the semester, each student will work on a project that involves the setup and use of GeoWeb services. Basic programming skills in any language are a prerequisite for this course.

**prereq:** GTECH 73100 GeoComputation I  
**Hours:** 3 hrs.  
**Credits:** 3 cr.

**GTECH 73500 - Location Based Services**

This course will examine the principles of Location Based Services (LBS) in a hands-on fashion. Students will learn how to design, implement, and test an LBS application in a group project. Therefore, basic programming skills in any language are a prerequisite for this course. The course will be highly interactive in two ways: Each student will present a topic to the class based on readings provided by the instructor, and each student will participate in the group work to develop a working LBS by the end of the semester. For this purpose, mobile devices (iPhones, Android phones, Google Glass) will be provided.

**prereq:** One of the following:  
GTECH 70500 Spatial Data Analysis  
GTECH 73100 GeoComputation I  
CSCI 13500 Software Design and Analysis I  
**Hours:** 3 hrs.  
**Credits:** 3 cr.

**GTECH 785XX - Special Topics in GIS**

GIS Applications in various fields such as Social Geography, Urban Geography, and more.

**prereq:** GTECH 71000 or equivalent or permission of the department  
**Hours:** 3  
**Credits:** 3

**GTECH 78800 - GeoInformatics Internships**

Internship with a non-CUNY institution that provides the student with real-world experience of the application of GeoInformatics. Requires an internship contract drawn up by the employer and a faculty adviser and signed by the
Thesis Research Course (3 credits required)

**GTECH 79900 - Thesis Research in GeoInformatics**

Supervised development of a master's thesis in GeoInformatics.

*prereq or coreq: Department Permission Required*  
*Credits 3 cr.*  
*may be taken twice for total of 6 credits*

Internship Option (35 credits)

Core Courses (20 credits required)

**GTECH 70200 - Quantitative Methods in Geography**

Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

*prereq: Permission by instructor*  
*Hours 3 hrs*  
*Credits 3 cr.*

_Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics._

**GTECH 70800 - Seminar in GeoInformatics**

This seminar is an introduction to the wider GeoInformatics field/industry. Students will be exposed to a number of professionals and researchers in the NYC area, and each student will be required to organize their own speaker from the community. The goals of this seminar course are twofold: to introduce students to the wider GeoInformatics community, and to promote networking and lasting interactions with local and regional GeoInformatics professionals. Students will identify, approach, and invite local and/or regional GeoInformatics professionals to give a talk in one of the weekly seminar sessions for this course. Each student will be responsible for bringing in a speaker, and at the end of the course, the student will be required to discuss the speaker's work, and the research, news, or information that the speaker presented.

*Hours 1 hr.*  
*Credits 1 cr.*

**GTECH 70900 - Introduction to Geographic Information Systems**
Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS Geoinformatics students are recommended to take GTECH 71000 at the same time as this course.

**GTECH 71000 - Concepts and Theories in Geoinformatics**

Theoretical and conceptual foundations of Geoinformatics and Geographic Information Science. For MS Geoinformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

*coreq: Departmental permission required*

**Hours 4**  
**Credits 3**  
**Material Fee:** $15.00

**GTECH 71200 - Remote Sensing of Environment**

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

*prereq: GTECH 71100 or permission of the instructor*

**Hours 60 hours (2 lecture and 2 hour labs weekly),**  
**Credits 3 cr.**

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**Material Fee:** $15

**GTECH 73100 - GeoComputation I**

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

*prereq: GTECH 70900*

**Hours 4 hrs.**  
**Credits 3 cr.**

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**Material Fee:** $15

**GTECH 73200 - Advanced Geoinformatics**
Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in GeoInformatics, including data models, algorithms, GIS analysis and scripting.

**prereq:** GTECH 70900 and GTECH 71000  
**Hours** 45 hrs including conference,  
**Credits** 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**Material Fee:** $15

**Elective Courses (12 credits required)**

**GTECH 70500 - Spatial Data Analysis**

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

**prereq:** one course in statistics and permission of the instructor  
**Hours** 60 hrs including conference (2 lectures, 2 labs),  
**Credits** 3 cr

**GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing**

Quantitative processing of digital imagery: enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

**prereq:** GTECH 71200 multivariate stat, elem linear algebra  
**Hours** 6  
**Credits** 3 cr

**GTECH 72100 - Introduction to Cartographic Design and Geovisualization**

This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

**prereq:** GTECH 70900  
**Hours** 4 hrs
GTECH 72200 - Advanced Topics in GeoVisualization

This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 73300 - GeoComputation 2

Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programed. Emphasis is on an object-based computational paradigm and spatial data structures.

prereq: GTECH 73100 and GTECH 73200
Hours 4 (2 lecture, 2 lab)
Credits 3

Spring 2022 Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 73400 - GeoWeb Services

This course will examine the principles of GeoWeb services in a hands-on fashion. Students will learn about the different standards that are being used in the context of the GeoWeb. They will be introduced to different commercial and open source software solutions and learn how to set up, manage, and use these services. Students will explore the different technologies introduced in class in the lab assignments. Each student will present a topic to the class based on readings provided by the instructor. In the second half of the semester, each student will work on a project that involves the setup and use of GeoWeb services. Basic programming skills in any language are a prerequisite for this course.

prereq: GTECH 73100 GeoComputation I
Hours 3 hrs.
Credits 3 cr.

GTECH 73500 - Location Based Services

This course will examine the principles of Location Based Services (LBS) in a hands-on fashion. Students will learn how to design, implement, and test an LBS application in a group project. Therefore, basic programming skills in any language are a prerequisite for this course. The course will be highly interactive in two ways: Each student will present a topic to the class based on readings provided by the instructor, and each student will participate in the group work to develop a working LBS by the end of the semester. For this purpose, mobile devices (iPhones, Android phones, Google Glass) will be provided.

prereq: One of the following:
GTECH 70500 Spatial Data Analysis
GTECH 73100 GeoComputation I
CSCI 13500 Software Design and Analysis I

Hours 3 hrs.
Credits 3 cr.

GTECH 785XX - Special Topics in GIS

GIS Applications in various fields such as Social Geography, Urban Geography, and more.

prereq: GTECH 71000 or equivalent or permission of the department

Hours 3
Credits 3

Internship Courses (3 credits required)

GTECH 78800 - GeoInformatics Internships

Internship with a non-CUNY institution that provides the student with real-world experience of the application of GeoInformatics. Requires an internship contract drawn up by the employer and a faculty adviser and signed by the student. May be repeated for a total of 3.0 credits.

prereq: Department Permission

Hours 1-3
Credits 1-3

History

About the Department

The department offers two graduate level programs in history. The first is a master's degree through a joint program with the School of Education. This degree prepares students for New York State certification, which will enable them to teach social studies at the adolescent level (grades 7 – 12). The second leads to an MA in History with a concentration selected by the student in consultation with the faculty. This degree serves as either a terminal degree or as preparation for historical study on the doctoral level, which students can undertake at other institutions.

Programs and Courses

Programs and Courses in History

Program for Teachers of Adolescent Education (Grades 7-12) — Social Studies Master of Arts

See the School of Education section of this catalog for additional information on admission and program requirements.
Administration and Faculty

Department Office:

1512 West Building
(212) 772-5480
email: gradhist@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/history

Chair:

Mary Roldán
1515 West Building
(212) 772-5488
email: mrol@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/history

Graduate Adviser:

Karen M Kern
1518 West Building
(212) 772-5491
kkern@hunter.cuny.edu

Education Adviser Social Studies

Prof. Debbie Sonu
1112 West Building
(212) 772-5445
dsonu@hunter.cuny.edu

Faculty

History Faculty

History - MA

The MA is offered either as a terminal degree or as the first year (30 credits) of work toward fulfilling the requirements of the PhD within the City University. The university’s doctoral program in history is described in the Bulletin of the Graduate Center. http://web.gc.cuny.edu/History/

Advanced doctoral seminars and university colloquia are offered at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Requirements for Admission
General Admission requirements to the graduate programs in the arts and sciences are observed. Eighteen undergraduate credits in History, a 3.0 average, and satisfactory GRE scores are required, as well as two letters of recommendation.

Requirements for the Degree

Each candidate must complete an approved program of study of at least 30 credits, including the thesis seminar, with a B average. Courses other than those in the Department of History at Hunter College may be credited towards the 30 credits with the approval of the graduate advisor, but they may in no case exceed 9 credits.

After completion of all other requirements, the candidate for the degree must present a satisfactory master's thesis prepared in conjunction with the thesis seminar (HIST 77900), approved by two faculty scholars in the appropriate field of history and the graduate adviser. Guidelines for the writing of the master's thesis are available from the graduate adviser online and in the History Department office.

Mathematics and Statistics

OVERVIEW

The Department of Mathematics and Statistics offers a choice of master's programs. The MA in Pure Mathematics is a 30-credit degree program. The coursework largely mirrors the first two years of a doctoral program in Mathematics. Achievement of the degree includes a comprehensive examination. In addition students must show reading competency in a foreign language. The MA Program in Statistics and Applied Mathematics is intended for students interested in applications to business, science, engineering, industry, biology, and medicine, as well as teaching and research. This is a 30-credit degree program. There are four tracks: Statistics is Track I, Applied Mathematics is Track II, Bioinformatics is Track III, and Mathematical Finance is Track IV. Achievement of the degree requires a final project as well as working knowledge of two computer languages. The final projects provide the student with the opportunity to investigate a problem whose outcome is not previously known. Our faculty mentor the projects. The department also has combined BA/MA programs in: (1) Mathematics and (2) Statistics and Applied Mathematics.

In addition, the department offers, jointly with the School of Education, an MA in Adolescent Mathematics Education Grades 7-12, and a combined BA/MA in Adolescent Mathematics Education. The MA in Mathematics Education is designed for individuals without initial certification in mathematics. Individuals who already have initial certification in mathematics should pursue either the MA in pure mathematics or the MA in statistics and applied mathematics or the new Professional Certification master's program.

What can I do with my degree in Mathematics and Statistics?

Students use the MA in Pure Mathematics for various purposes. Many use their added mathematics background as part of a competitive application to a doctoral program. In-service teachers gain permanent certification via their MA. Others use their degree to seek employment or advancement to positions that require an advanced degree. Several seek positions as instructors at local area colleges. Others are in areas unrelated to education.

Programs and Courses in Mathematics and Statistics
Program for Teachers of Adolescent Education (Grades 7-12) – Mathematics MA

See the School of Education section of this catalog for additional information on admission and program requirements.

- Adolescent Mathematics - MA / Advanced Certificate

Administration and Faculty

Chair:

Barry Cherkas
919 East
(212) 772-5300
barry.cherkas@hunter.cuny.edu

Department Office:

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM
919 East
(212) 772-5300
Website: http://math.hunter.cuny.edu

Dolciani Mathematics Learning Center:

Hunter East, 7th Floor Library – Silverstein Student Success Center
(212) 772-5371

Faculty

Mathematics and Statistics Faculty

HEGIS Codes: 1701 (BA; BA/MA in Mathematics, Adolescent Education/Mathematics); 1701/1703 (BA/MA in Mathematics/Statistics and Applied Mathematics); 1702 (BA in Statistics); 1702/1703 (BA/MA in Statistics/Statistics and Applied Mathematics)

Mathematics Grades 7-12 Adolescent Education - BA/MA

Students interested in secondary school teaching may pursue a combined BA/MA program in teaching. This program requires a minimum of 141 credits.

Admission Requirements for the BA/MA in Teaching

1. Completion of at least 45 credits with a GPA of 3.0.
2. Completion of at least 10 credits in mathematics, including a year of calculus (MATH 15000 and 15500 or the equivalent), with an average of 2.7 in these major courses.

3. Admission to the School of Education

Degree Requirements for the BA/MA in Teaching

BA in Mathematics or Statistics

The 33 credits required for the BA in Mathematics OR the 32 credits required for the BA in Statistics, as described in the Undergraduate Catalog

Graduate Courses in Mathematics and Statistics

The following 15 graduate credits:

**MATH 62000 - Secondary School Mathematics from an Advanced Perspective I**

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

*prereq: Calculus II and a course in linear or matrix algebra

Hours 3 hrs
Credits 3 cr
Open only to Teacher Education Program students.

**MATH 63000 - Secondary School Mathematics from an Advanced Perspective II**

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

*Hours 3 hrs.
Credits 3 cr.
Open only to Teacher Education Program students.*

**MATH 63300 - Axiomatic Geometry**

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical context.

*prereq: departmental permission

Hours 3
Credits 3*
MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.

prereq: none
Hours 3
Credits 3

STAT 61200 - Discrete Probability

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

prereq: a statistics course on or above the level of STAT 11300
Hours 3
Credits 3

- or -

STAT 61400 - Data Analysis Using Statistical Software

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.
Hours 3 hrs.
Credits 3 cr.

Comprehensive Examination in Mathematics

Also required is a comprehensive examination in mathematics consisting of three parts covering the material in MATH 62000, 63000 and 63300. Students may sit for the comprehensive examination only after having taken all three courses. Students who fail any part of the examination need only retake that part of the examination. A student can take the comprehensive exam in mathematics twice; after that, a committee formed by the Mathematics/Statistics Chairperson and consisting of members from the Department of Mathematics and Statistics and the School of Education will decide if the student can take the exam a third and final time.

School of Education Courses

The student should consult the School of Education section of the graduate college catalog for the sequence of teacher education courses

Mathematics or Statistics and Applied Mathematics - BA/MA

The BA/MA program offers promising students the opportunity to complete both the bachelor's and master's requirements without a separate application for admissions or GRE requirement. Requirements are the same as those for a major in the department, plus 30 credits at the graduate level. Interested students should contact the graduate adviser for further information regarding eligibility and curriculum requirements.
Option 1: Mathematics and Pure Mathematics (63-83 credits)

Students complete the BA in pure mathematics with 30 additional credits at the graduate level in pure mathematics approved by the departmental graduate adviser.

- Mathematics - BA
- Mathematics: Pure Mathematics - MA

Option 2: Mathematics and Statistics and Applied Mathematics (63-83 credits)

Students complete the BA in mathematics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

- Mathematics - BA
- Statistics and Applied Mathematics - MA

Option 3: Statistics and Statistics and Applied Mathematics (63-83 credits)

Students complete the BA in statistics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

- Statistics - BA
- Statistics and Applied Mathematics - MA

Please note: Modifications in these programs are awaiting approval by NY State. Please consult department for details.

Pure Mathematics - MA

Students in the MA program in Pure Mathematics want to investigate mathematics beyond the undergraduate level. Most have a bachelor's degree in mathematics. But there are always several students with an undergraduate degree in a related topic and a few whose undergraduate background is completely unrelated. In both of these cases, the students filled out their mathematics background prior to applying for admissions. Students use this program for various purposes. Many use their added mathematics background as part of a competitive application to a doctoral program. In-service teachers gain permanent certification via their MA. Others use their degree to seek employment or advancement to positions that require an advanced degree. Several seek positions as instructors at local area colleges. Others are in areas unrelated to education.

Admission Requirements for the MA

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. The Department's requirements are flexible. They are intended to encourage students without a prior specialization in mathematics to pursue a degree in mathematics.

Degree Requirements for the MA

Thirty credits (10 courses) from courses chosen as follows:

1. Algebra Requirement

MATH 72100 - Modern Algebra I
Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

MATH 72200 - Modern Algebra II

Extension fields to the fundamental theorem of Galois Theory and solvability by radicals. Commutative rings to the Hilbert basis theorem and elements of algebraic varieties.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The ring and field theory portion of a three semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics.

or

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

2. Analysis Requirement

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.

prereq: 1 year of advanced calculus
Hours 3 hrs.
Credits 3 cr.
and at least one of

MATH 74200 - Analytic Functions

Theoretical treatment of the properties of a function of a complex variable including Cauchy's Theorem, the special functions, power series, and the Riemann Mapping theorem.

prereq: MATH 35300 or equivalent and departmental permission
Hours 3  
Credits 3  
A stand-alone course in functions of a complex variable presented at a higher level than MATH 35300 or MATH 64200. The course is intended for both Pure and Applied Math students and optionally a required course for the MA in Pure Math. An undergraduate course in complex variables is preferred, but not required.

or

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3  
Credits 3  
The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

3. Geometry and Topology Requirement

at least one of

MATH 75100 - General Topology

Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

prereq: advanced calculus or permission of Department

Hours 3 hrs.  
Credits 3 cr.

or

MATH 75000 - Calculus on Manifolds

The derivative as a linear map; the Riemann integral, including Fubini’s Theorem and the Change of Variable formula; tensor and exterior algebras; differential forms and integrals thereof; Stokes’ Theorem.

prereq: MATH 26000 and MATH 35200 or permission of the instructor.

Hours 3  
Credits 3

4. Elective Course Requirement (15 credits)

Fifteen credits (5 courses) from MATH 70000 and/or STAT 70000-level courses approved by the graduate mathematics adviser are required. The department’s course rotation schedule may make it necessary to substitute a limited number of courses at the MATH 60000 level with permission of the adviser.

5. Written comprehensive examination
Written comprehensive examinations are required in algebra and analysis (see 1 and 2 above) and in two additional areas to be chosen by the student with the adviser's approval. The comprehensive examinations must be completed in the student's final semester. Students who fail an examination may repeat the examination. If a student fails an examination twice, the department chair will appoint a committee to review the student's case. The student may be allowed to repeat the examination for a final time or may be required to leave the program.

6. Reading knowledge

Students must exhibit a reading knowledge of French, German, Russian or another language with a sufficiently rich mathematical literature.

Note

For further information on the MA in Pure Mathematics, please contact Professor John Loustau: jloustau@msn.com.

Statistics and Applied Mathematics - MA


- Statistics and Applied Mathematics - Track I: Statistics
- Statistics and Applied Mathematics - Track II: Applied Mathematics
- Statistics and Applied Mathematics - Track III: Biostatistics
- Statistics and Applied Mathematics - Track IV: Financial Mathematics

Statistics and Applied Mathematics - Track I: Statistics

Return to: Programs and Courses in Mathematics and Statistics

Admission Requirements for Track I: Statistics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Multivariate Calculus (MATH 25000) and one semester of calculus-based Linear Algebra (MATH 26000). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements:

Required core (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I

**STAT 70200 - Advanced Probability Theory II**

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

*prereq: STAT 70100 or permission of the department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70300 - Mathematical Statistics**


*prereq: permission of the department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70600 - General Linear Models I**


*prereq: STAT 70100 and 70300 or equivalent or permission of department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70700 - General Linear Models II**


*prereq: STAT 70600 or equivalent*

*Hours 3 hrs.*

*Credits 3 cr.*

**Electives (12 credits, 4 courses)**

Twelve credits in statistics, computer science, mathematics, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the MATH 70000 and/or STAT 70000 level. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

**Project (3 credits, 1 course)**
STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 3

Credits 3

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

Note(s)

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

For further information on the MA in Statistics, please contact the statistics adviser.

*The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.

**Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30-credit (10-course) total.

Return to: Programs and Courses in Mathematics and Statistics

Statistics and Applied Mathematics - Track II: Applied Mathematics

Return to: Programs and Courses in Mathematics and Statistics

Most students in Track II do their project in differential equations. The context may be engineering or finance. The techniques may be from numerical analysis or statistics or a combination of these.

Admission Requirements - Track II: Applied Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Multivariate Calculus (MATH 25000) and one semester of calculus-based Linear Algebra (MATH 26000). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements:

Required core (15 credits, 5 courses)
STAT 70100 - Advanced Probability Theory I


prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 3 hrs.
Credits 3 cr.

MATH 68500 - Numerical Methods

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.

prereq: a course in ordinary differential equations

Hours 3 hrs.
Credits 3 cr.

STAT 78600 - Modeling and Visualization

The development of continuous mathematical models, the resolution of the resulting differential equations by numerical techniques and the visualization of the simulated data. Problems come from various areas of the social, biological and physical sciences.

prereq: Departmental permission

Hours 3
Credits 3

One of:

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.

prereq: 1 year of advanced calculus

Hours 3 hrs.
Credits 3 cr.

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3
Credits 3

The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

One of
MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

prereq: MATH 38500 and departmental permission
Hours 3
Credits 3
One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.

Electives (12 credits, 4 courses)

Twelve credits in statistics, computer science, mathematics, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the MATH 70000 and/or STAT 70000 level. Electives must be approved by the Graduate Applied Math Advisor. Alternatives to required courses that were not selected may be used as electives.

Suggested electives are:

MATH 64200 - Introduction to Theory of Functions of a Complex Variable

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

prereq: a course in advanced calculus
Hours 3 hrs.
Credits 3 cr.
MATH 68500 - Numerical Methods

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.

**prereq:** a course in ordinary differential equations
**Hours 3 hrs.**
**Credits 3 cr.**

MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

**prereq:** MATH 38500 and departmental permission
**Hours 3**
**Credits 3**

One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

**prereq:** a course in multivariate calculus and a course in linear algebra
**Hours 3 hrs.**
**Credits 3 cr.**

Familiarity with MAPLE or MATHEMATICA encouraged

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.

**prereq:** 1 year of advanced calculus
**Hours 3 hrs.**
**Credits 3 cr.**

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

**prereq:** MATH 35200 or equivalent and departmental permission
**Hours 3**
**Credits 3**

The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

MATH 72100 - Modern Algebra I
Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

**prereq:** MATH 31100 or equivalent and departmental permission  
**Hours 3**  
**Credits 3**  
The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

**MATH 72500 - Advanced Linear Algebra**

Topics in advanced linear algebra and multilinear algebra.

**prereq:** MATH 31100 or equivalent and departmental permission  
**Hours 3**  
**Credits 3**  
The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

**STAT 70200 - Advanced Probability Theory II**

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

**prereq:** STAT 70100 or permission of the department  
**Hours 3 hrs.**  
**Credits 3 cr.**

**STAT 70300 - Mathematical Statistics**


**prereq:** permission of the department  
**Hours 3 hrs.**  
**Credits 3 cr.**

**STAT 70600 - General Linear Models I**


**prereq:** STAT 70100 and 70300 or equivalent or permission of department  
**Hours 3 hrs.**  
**Credits 3 cr.**

**STAT 70700 - General Linear Models II**

prereq: STAT 70600 or equivalent
Hours 3 hrs.
Credits 3 cr.

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability
Hours 3 hrs.
Credits 3 cr.

STAT 72600 - The Theory and Methods of Sampling


prereq: STAT 70100 or equivalent, or permission of the department
Hours 3 hrs.
Credits 3 cr.

STAT 73900 - Bayesian Statistics


prereq: prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.
Hours 3
Credits 3

STAT 76100 - Advanced Concepts in Financial Markets
Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes such as hedging and speculation, and potential problems that can arise in the application of financial derivatives.

**prereq:** permission of the department  
**Hours** 3  
**Credits** 3

**STAT 78700 - Statistical Models for Spatial Data**

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

**prereq:** STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor  
**Hours** 3  
**Credits** 3

**Project (3 credits, 1 course)**

**STAT 79000 - Case Seminar**

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

**prereq:** permission of the department  
**Hours** 3  
**Credits** 3

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

**Note(s)**

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

*The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.

**Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30-credit (10-course) total.

Return to: Programs and Courses in Mathematics and Statistics
Statistics and Applied Mathematics - Track III: Biostatistics

Return to: Programs and Courses in Mathematics and Statistics

Degree Requirements:

Required core (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I


prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 3 hrs.
Credits 3 cr.

STAT 70300 - Mathematical Statistics


prereq: permission of the department

Hours 3 hrs.
Credits 3 cr.

STAT 70600 - General Linear Models I


prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 3 hrs.
Credits 3 cr.

STAT 73900 - Bayesian Statistics


prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.

Hours 3
Credits 3
and one of

**STAT 71600 - Data Analysis**

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

*prereq: C or better in STAT 61400, or an equivalent introductory statistics course.*

*Hours 3 hrs.*

*Credits 3 cr.*

*This course is cross-listed with BIOS 75600*

**STAT 71700 - Multivariate Analysis**

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection- pursuit.

*prereq: C or better in STAT 61400, or an equivalent introductory statistics course.*

*Hours 3 hrs.*

*Credits 3 cr.*

*Depending on the statistics background of the entering student, STAT 75000 Applied Biostatistics I and STAT 75100 Applied Biostatistics II might be taken instead of STAT 70300 Mathematical Statistics.*

**Electives (9-12 credits, 3-4 courses)**

Nine to twelve credits in statistics, biology, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the 700 level. Electives must be approved by the Graduate Biostatistics Advisor.

Alternatives to required courses that were not selected may be used as electives.

**STAT 71400 - Topics in Statistical Inference**

Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 71500 - Time Series Analysis**

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

*prereq: C or better in STAT 61400, or an equivalent introductory statistics course.*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 71600 - Data Analysis**
Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

**prereq:** C or better in STAT 61400, or an equivalent introductory statistics course.

*Hours 3 hrs.*

*Credits 3 cr.*

This course is cross-listed with BIOS 75600

**STAT 71700 - Multivariate Analysis**

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection- pursuit.

**prereq:** C or better in STAT 61400, or an equivalent introductory statistics course.

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 71800 - Analysis of Variance**

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics include: one-, two- and many way layouts; decomposition and partitioning of variance; fixed-, random-, and mixed-affects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

**prereq:** C or better in STAT 61400, or an equivalent introductory statistics course.

*Hours 3 hrs.*

*Credits 3 cr.*

This course is cross-listed with BIOS 75800

**STAT 72600 - The Theory and Methods of Sampling**


**prereq:** STAT 70100 or equivalent, or permission of the department

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 73900 - Bayesian Statistics**


**prereq:** prerequisite: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.

*Hours 3*

*Credits 3*
STAT 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression, and log-linear models.

*Cross-listed BIOS 75200*

*prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.*

*Hours 3*

*Credits 3*

STAT 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal and random effects models, time-dependent covariates, missing values.

*Cross-listed BIOS 75300*

*prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.*

*Hours 3*

*Credits 3*

STAT 75400 - Design and Analysis of Complex Surveys

An introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

*Cross-listed BIOS 75400*

*prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.*

*Hours 3*

*Credits 3*

STAT 75500 - Survival Analysis

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data and case studies.

*Cross-listed BIOS 75500*

*prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.*

*Hours 3*

*Credits 3*

STAT 78700 - Statistical Models for Spatial Data
Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

**prereq:** STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor

**Hours**

3

**Credits**

3

**ANTH 79000 - Biological Anthropology (Core Course)**

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

**Hours**

3 hrs, including conferences

**Credits**

3 cr

All students must consult with the graduate adviser before registering for any course.

**ANTH 79300 - Human Evolutionary Genetics**

Analysis of distribution of contemporary human populations and microevolutionary processes that underlie human variability.

**Hours**

3 hrs, including conferences

**Credits**

3 cr

All students must consult with the graduate adviser before registering for any course.

**BIOL 70005 - Genetics**

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

**prereq:** undergraduate genetics and molecular biology (or biochemistry)

**Hours**

60 lec

**Credits**

4 cr

fall only

**BIOL 71013 - Molecular Biology Lecture**

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

**prereq:** 1 yr of organic chemistry

**Hours**

75 hrs

**Credits**

5 cr

fall only

**BIOL 75003 - Developmental Biology**

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.
prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,
Credits 4 cr
Spring only

**BIOL 79049 - Computational Molecular Biology**

An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure prediction, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories and hands-on exercises.

This course is designed for upper-level undergraduates and graduate students. Prior experiences in the UNIX Operating System and at least one programming language are required.

prereq: CSCL132 (Practical Unix and Perl Programming) and BIOL 300 (Biochemistry), or permission by the instructor.
spring only

**CHEM 69803 - Chemical Genomics**

The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course, students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then, they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

Hours 3
Credits 3

**Project (3 credits, 1 course)**

**STAT 79000 - Case Seminar**

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department
Hours 3
Credits 3
The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

Notes

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

For further information on the MA in Bioinformatics, please contact the statistics adviser.

*The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.

**Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30-credit (10-course) total.

Statistics and Applied Mathematics - Track IV: Financial Mathematics

This concentration is designed to teach students the mathematical methods involved in the solution of problems in finance. Several financial institutions—such as investment banks and commercial banks, hedge funds, credit rating and/or regulatory agencies—apply these methods to such problems as derivative securities valuation and hedging, trading, portfolio optimization, and risk management.

The concentration provides students the rigorous theoretical background to obtain jobs as quantitative analysts working as support to traders in front office jobs, or middle office risk management teams, as asset management specialist for hedge funds, as model analysts in credit rating companies and other such related jobs as quantitative strategists in trading firms. While a career in the financial industry is possible, our program is also meant to expose the student to the theoretical foundations required to successfully pursue a PhD in the disciplines associated with mathematical finance.

The concentration builds upon existing strengths in the department both in applied mathematics (numerical methods) and statistics (probability theory, statistical inference/machine learning, applied statistical analysis), while bringing in the tools of finance and financial economics to create a unique combination of courses that will provide rigorous training and a general exposure to the principles of mathematical finance.

Admission Requirements - Track IV: Financial Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Multivariate Calculus (MATH 25000) and one semester of calculus-based Linear Algebra (MATH 26000). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements
Required core (24 credits, 8 courses)

**STAT 70100 - Advanced Probability Theory I**


*prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70200 - Advanced Probability Theory II**

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

*prereq: STAT 70100 or permission of the department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70300 - Mathematical Statistics**


*prereq: permission of the department*

*Hours 3 hrs.*

*Credits 3 cr.*

**MATH 68500 - Numerical Methods**

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.

*prereq: a course in ordinary differential equations*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 76100 - Advanced Concepts in Financial Markets**

Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes such as hedging and speculation, and potential problems that can arise in the application of financial derivatives.

*prereq: permission of the department*

*Hours 3*

*Credits 3*
STAT 76200 - Stochastic Methods in Finance

Mathematical theory and probabilistic tools for modeling and analyzing security markets. Pricing options in complete and incomplete markets, equivalent martingale measures, utility maximization, interest rate models.

prereq: STAT 70100, STAT 70200, STAT 76100
Hours 3 hrs
Credits 3 cr.

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 76000 - Financial Economics

Examination of the models of finance: optimization over time, asset valuation and risk management. Applications to models of asset pricing, including stocks, bonds and options; portfolio selection; and problems in corporate finance including investment analysis and capital structure.

prereq or coreq: ECO 70100 and ECO 72100

Elective (3 credits, 1 course)

ECO 71100 - Banking and Financial Markets

Factors determining banking and financial structure in US. Issues involving financial crises and bank failure, allocation of financial resources, regulation and competition.

prereq: ECO 21000
prereq or coreq: ECO 70300 and ECO 72100

ECO 72100 - Linear Econometric Analysis

Econometric analysis of linear statistical models. Topics include: ordinary least squares-estimation, inference, testing and specification testing; instrumental variables and simultaneous equations models; panel data regression; time series and forecasting.

prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B
prereq or coreq: MATH 15500

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.
prereq: C or better in STAT 61400, or an equivalent introductory statistics course.

Hours 3 hrs.
Credits 3 cr.

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability

Hours 3 hrs.
Credits 3 cr.

ECO 76500 - Games and Information

Game theory offers a framework for analyzing social interactions and emergent behavior in a very wide variety of human contexts. The purpose of this course is to offer a critical introduction to game theory and its applications. Economic applications include the analysis of conflict and the emergence of trust and cooperation out of anarchy, the analysis of firms' strategic behavior in concentrated markets, or of herd behavior and panics in financial markets. Asymmetric information economics and mechanism-design extend game theory by exploring how the design of the rules of a game, or the initial distribution of information might affect equilibrium behavior outcomes, and therefore how one might choose to set up the rules of the game to govern their interactions.

prereq or coreq: ECO 70100

Project (3 credits, 1 course)

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 3
Credits 3

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

Notes

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

Medical Laboratory Sciences
OVERVIEW

The Department of Medical Laboratory Sciences offers three graduate programs. The Advanced Certificate in Medical Technology provides an accelerated pathway for students with degrees in chemistry, biology or the physical sciences to meet NYS licensure requirements for clinical laboratory technologists. Clinical laboratory technologists perform analytical tests on patient samples and play an essential role in the diagnosis and treatment of disease. The Advanced Certificate in Cytotechnology prepares students for careers as cytotechnologists. It is offered by Hunter College in collaboration with Memorial Sloan Kettering Cancer Center. Cytotechnologists study cells from the human body to identify diseases, such as cancer, and monitor patient response to therapy. The MS in Biomedical Laboratory Management is intended to provide knowledge and skills needed by clinical laboratory technologists, research assistants and other types of laboratory professionals to transition into managerial positions. This program is offered as a collaboration between the Hunter College Dept. of Medical Laboratory Sciences and the School of Professional Studies, CUNY.

What can I do with my degree in Medical Laboratory Sciences?

The Advanced Certificate in Medical Technology enables students to become NYS licensed clinical laboratory technologists. Clinical laboratory technologists are highly trained professionals that work in a wide range of health related laboratories including hospital and private diagnostic labs. A license is required to work as a clinical laboratory technologist in NYS.

The Advanced Certificate in Cytotechnology is a professionally accredited and NYS licensure qualifying program that prepares graduates for the professional practice of cytotechnology. Graduates work in hospital and private diagnostic laboratories.

The MS in Biomedical Laboratory Management is intended to provide working laboratory professionals with the knowledge and skills to enter positions of leadership in clinical/diagnostic, research, biotechnology, public health and pharmaceutical laboratories. This program is not NYS licensure qualifying for clinical laboratory technologists.

Programs and Courses in Medical Laboratory Sciences

Administration and Faculty

Chair

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Graduate Adviser
Biomedical Laboratory Management-MS

The MS in Biomedical Laboratory Management (BLM) is a collaborative offering of the Medical Laboratory Sciences (MLS) Department of Hunter College and the School of Professional Studies, CUNY (SPS/CUNY). The purpose of this degree is to provide a career ladder for laboratory staff. Its focus is the knowledge and skills needed for clinical technologists, research assistants and other technical professionals in biomedical laboratories to move into positions of leadership. This degree does not provide NYS clinical licensure. Full details can be found at MS in Biomedical Laboratory Management (BLM).

Admission Requirements

See general graduate admission requirements for Hunter programs.

You must meet the following minimum requirements in order to be considered for admission. Meeting these minimum requirements does not guarantee acceptance to the program.

• A bachelor's degree in clinical lab science, biology, chemistry or a related discipline from a regionally accredited institution comparable in standard and content to a bachelor's degree from Hunter College.

• Minimum undergraduate grade point average of 3.0

• A course (or equivalent experience) in Molecular Biology (pre- or co-requisite)

• A minimum of one year of bench experience in a biomedical laboratory

• Two letters of recommendation from appropriate academic or professional references.

• A statement of purpose of approximately 500 words, including a bit about the path that brought you to this degree, and your motivation to pursue opportunities for a position in laboratory management.

• The GRE is not required for admission.

• Applicants whose native language is not English and who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit scores on the Test of English as a Foreign Language (TOEFL). The following minimum scores must be obtained:
  • Paper Based Test: 550
  • Computer Administered Test: 213
  • Internet Based Test: 60 (less speaking component)
Curriculum

The required 30 credits are divided between Hunter College, offering science and biomedicine classes, and the School of Professional Studies, CUNY, offering business and management classes. The MS degree will be granted by Hunter College following transfer of courses making up the Advanced Certificate in Management from SPS/CUNY.

Required courses from Hunter College are:

- Concepts of Disease: Diagnostic Strategies (MLS 70000)
- Emerging Laboratory Technologies (MLS 70100)
- Topics: Biohazards and Emergency Response (MLS 40066/MLS 77025)
- Management Practicum (MLS 71000)
- Risk Management for the Biomedical Laboratory (MLS 72000)

Courses from Hunter that may be used to fulfill the 6 credit elective requirement are:

- Graduate Independent Study (MLS 77000)
- Principles of Epidemiology (PH 75300)
- Introduction to Biostatistics (PH 75000)

The SPS certificate requires 9 credits (the required courses are shown below).

- Financial Management (MGMT 681)
- Organizational Behavior (ORG 680)
- Human Resource Management (MGMT 680)

In addition, the following courses may be used to fulfill the 6 credit elective requirement:

- Health Care Administration (HCA 600)
- Evaluation of Healthcare Policy (HCA 603)
- Labor-Management Relations (LABR 603)

Cytotechnology: Advanced Certificate

Cytotechnology is an allied health profession that specializes in the study of cells from the human body. Working with a microscope and a variety of technologies, some of which are automation-assisted, cytotechnologists evaluate cell samples from gynecologic (e.g., Pap smears), nongynecologic and fine needle aspiration (FNA) specimens to detect cancer, precancerous lesions, benign tumors, and infectious processes. Cytotechnologists are trained laboratory professionals who help to save lives by identifying diseases early on and monitoring a patient's response to therapy.

The Hunter College Advanced Certificate (AC) in Cytotechnology prepares graduates for the professional practice of cytotechnology. It is an intense three-semester (Fall/Spring/Summer) training program that is administered in collaboration with Memorial Sloan Kettering Cancer Center (MSK). All training takes place in the laboratory facility of the MSK Cytology Service.

Program

The AC in Cytotechnology is a 26-credit graduate level post-baccalaureate certificate program within the Medical Laboratory Sciences (MLS) Department of Hunter College. It is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and is New York State (NYS) licensure qualifying. Upon successful
Completion of the AC, students will be eligible to sit for the national certification examination given by the American Society for Clinical Pathology Board of Certification. This examination is approved for NYS licensure purposes. Successful completion of the examination indicates attainment of entry level competency in the profession. Certified individuals are recognized with the designation CT(ASCP) – certified cytotechnologist.

Admission criteria

Admission criteria are designed to satisfy the requirements for cytotechnology curricula as described in Article 165, Section 52.39 of the Clinical Laboratory Technology Practice Act (http://www.op.nysed.gov/prof/clt/part52-39.htm). They consist of a baccalaureate or higher degree in the major of medical laboratory sciences, biology, chemistry or the physical sciences with the following pre-requisite courses or their equivalent as determined by the program: inorganic chemistry, organic chemistry, anatomy & physiology, cell biology, mathematics and statistics, human genetics, immunology and clinical microbiology. Minimum GPA of 3.0/4.0. The program does not grant credit for advanced placement courses or experiential learning. Visit Hunter College AC in Cytotechnology overview for additional important information prior to application.

NYS Licensure Curricular Requirements for Registered Cytotechnology Programs

The curriculum for the AC in cytotechnology was developed to meet the coursework and curricular content stipulated in NYS regulations, Section 52.39: Registration of Curricula for programs seeking registration as a cytotechnology licensure-qualifying program. It contains didactic and clinical training as well as supervised clinical experience within the MSKCC Cytology laboratory throughout the span of the three semester program.

Cytotech courses

**MLS 63000 - Introduction to Cytopathology**

Students will be introduced to the discipline of cytopathology including historical perspective, established terminology, basic cell structure and cell biology and concepts of cellular response to injury and neoplasia. The applicability of immunochemistry, cytogenetics and other molecular studies to cytology specimens will also be discussed.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.*
*Hours 1 hr*
*Credits 1 cr.*
*fall only*

**MLS 63200 - Gynecologic Cytopathology**

Students will be introduced to the cytopathology of infectious, inflammatory, premalignant, and malignant pathologic processes of the female genital tract. They will learn how to identify benign and abnormal cytologic findings in gynecologic specimens and formulate preliminary and differential diagnoses.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.*
*coreq: MLS 63000*
*Hours 4 hrs*
*Credits 4 cr.*
*fall only*

**MLS 63500 - Microscopic Evaluation 1**
This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance. (limited to gynecologic, respiratory and gastrointestinal specimens)

**coreq:** MLS 63000, MLS 63200 and MLS 64000  
*Hours 2 hrs*  
*Credits 2 cr.*  
*fall only*

**MLS 63600 - Microscopic Evaluation 2**

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

**prereq:** MLS 63500; enrollment in the AC Cytotechnology Program or departmental permission required.  
**coreq:** MLS 64100, MLS 65000 & MLS 65100  
*Hours 2 hrs*  
*Credits 2 cr.*  
*spring only*

**MLS 63700 - Microscopic Evaluation 3**

An extension of MLS 63500 and MLS 63600. Students continue to apply acquired didactic material in a supervised clinical practice setting acquiring speed and proficiency in cytologic screening. This course also allows students to gain experience in fine needle aspiration specimen adequacy assessment and specimen triage for ancillary studies. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

**prereq:** MLS 63600; enrollment in the AC Cytotechnology Program or departmental permission required.  
*Hours 4 hrs*  
*Credits 2 cr.*  
*8-week summer session I*

**MLS 64000 - Exfoliative Cytopathology 1**

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the respiratory and gastrointestinal tracts. Students will learn how to assess respiratory and gastrointestinal specimens for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

**prereq:** enrollment in the AC Cytotechnology Program or departmental permission required.  
**coreq:** MLS 63000  
*Hours 2*
MLS 64100 - Exfoliative Cytopathology 2

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the urinary tract, body cavities and central nervous system. Students will learn how to assess specimens from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: MLS 64000; enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 2 cr.
fall only

MLS 64400 - Research Methods 1

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000, MLS 63200 and MLS 64000
Hours 1 hr
Credits 1 cr.
spring only

MLS 64500 - Research Methods 2

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: MLS 64400; enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 64100, MLS 65000, MLS 65100
Hours 1
Credits 1 cr.
fall only

MLS 64600 - Research Methods 3

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: MLS 64500; enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 1 cr.
8-week summer session I
MLS 64700 - Cytopreparatory Techniques 1

Provides instruction and hands-on experience in the basic principles of cytopreparation and applicable quality assurance and quality control activities. Students learn established cytopreparatory techniques, such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 630
Hours 1 hr
Credits 1 cr.
fall only

MLS 64800 - Cytopreparatory Techniques 2

A continuation of MLS 64700; provides more in depth instruction in laboratory safety and additional hands-on experience in cytopreparation. Students learn established cytopreparatory techniques such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: MLS 64700; enrollment in the AC Cytotechnology Program or instructor permission required.
Hours 1 hr
Credits 1 cr.

MLS 64900 - Cytopreparatory Techniques 3

A continuation of MLS 64700 and MLS 64800; provides more hands-on experience in cytopreparation. Students apply principles of established cytopreparatory techniques and quality control under the supervision of licensed clinical personnel.

prereq: MLS 64800; enrollment in the AC Cytotechnology Program or instructor permission required.
Hours 2 hrs
Credits 1 cr.
8-week summer session 1

MLS 65000 - Fine Needle Aspiration Cytology 1

Provides instruction in the principles of fine needle aspiration cytopathology of the lung, mediastinum, breast, thyroid, salivary gland and lymph nodes. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required
Hours 2 hrs
Credits 2 cr.
spring only

MLS 65100 - Fine Needle Aspiration Cytology 2

Provides instruction in the principles of fine needle aspiration cytopathology of the liver, pancreas, kidney, adrenal glands, retroperitoneum, bone and soft tissue. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.
prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.

Hours 2 hrs
Credits 2 cr.
spring only

**MLS 65200 - Cytology Laboratory Management and Operations**

Provides instruction in the management principles of a cytology laboratory including regulatory requirements, laboratory safety, quality management, quality assurance, quality control and equipment maintenance.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.

Hours 2 hrs
Credits 1 cr.
8-week summer session I

**CAAHEP Accreditation Curriculum Requirements and Cytotechnologist Entry-Level Competencies**

The AC in cytotechnology curriculum is also designed to meet CAAHEP accreditation standards which mandate that a program's curriculum in cytotechnology is robust enough to prepare students to meet defined entry-level competencies. These competencies are developed by the Cytotechnology Programs Review Committee (CPRC), the cytotechnology accreditation arm for CAAHEP, with input from communities of interest that have a stake in the cytotechnology profession. They represent minimum competencies that cytotechnology graduates must be able to demonstrate upon entering the profession. These entry-level competencies are reviewed on a periodic basis by the CPRC and with input from communities of interest to ensure that they reflect the current practice of cytotechnology. The AC in cytotechnology curriculum meets accreditation entry-level competencies and will be reviewed periodically to ensure that these accreditation standards are met when entry-level competency revisions are made by the CPRC/CAAHEP.

CAAHEP accreditation also requires that programs must ensure that students have a minimum of 28 credits of sciences including chemistry and the biological sciences and 3 credits of mathematics and/or statistics upon graduation from a cytotechnology program. These requirements will be satisfied either within the AC program or as prerequisite coursework prior to admission to the AC program.

**Medical Laboratory Technology: Advanced Certificate Program**

The Post-baccalaureate Certificate in Medical Technology 15-credit course of study was developed within the Medical Laboratory Sciences (MLS) Department to help meet the increasing demand for qualified, licensed medical technologists. It provides an opportunity for students with degrees in chemistry, biology, or the physical sciences to meet licensing standards without having to acquire a second baccalaureate degree. An accelerated path, this program can be completed in 12-13 months, and, if followed by successful completion of the licensure examination, allows immediate entry to the profession. Visit the program website for crucial information prior to application.

**Admission Requirements**
• A baccalaureate degree in the biological, chemical, or physical sciences.
• Completion of certain pre-requisite courses: general biology (or anatomy and physiology), general chemistry
• Achievement of a minimum GPA of 3.0 in the degree and the pre-requisite courses

Requirements for the Certificate

Admission to and completion of the AC is a competitive and demanding process. Students enrolled in the certificate program take MLS 60000 in Summer Session I. Upon successful completion they are assigned to a clinical affiliate beginning on August 1st for 10 months of full time clinical training divided into 2-month rotations. The curriculum is as follows:

Required Courses

**MLS 60000 - Fundamental Concepts and Techniques in the Medical Laboratory**

Function of the medical laboratory, data analysis and operation of basic laboratory equipment. Approximately 1-2 informal laboratory hours are required to practice the use of equipment. Mastery of additional content and an independent project are required of graduate students.

*This course is cross-listed with MLS 30000.*

*prereq: BIOL 10000, 10200, CHEM 10200, 10300, 10400, 10500 or equiv. and admission to the post-baccalaureate certificate program in Medical Laboratory Technology*

*Hours 3 (2 lecture, 1 lab)*

*Credits* 3

**MLS 61000 - Clinical Practicum in Medical Laboratory Technology I**

This course (and MLS 62000) comprise the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

*prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology*

*Credits* 6

**MLS 62000 - Clinical Practicum in Medical Laboratory Technology II**

This course (with MLS 61000) provides training in the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

*prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology*

*Credits* 6

Contact

1. Robert Raffaniello, Ph.D
   Associate Professor and Graduate Coordinator
   Medical Laboratory Sciences
   rraffani@hunter.cuny.edu
   (212) 481-7582
Music

OVERVIEW

The Department of Music at Hunter College offers a variety of courses and degree programs catering to the needs of a diverse student body. Graduate degree programs include Master of Arts with a variety of concentrations and Master of Arts in Teacher Education. Courses include topics in performance, composition, music theory, music history, ethnomusicology, and music education. Private lessons are available on all instruments and voice, either with Hunter faculty members or with expert teachers outside the College. There are approximately 75 graduate students in the department. In addition to academic courses and private lessons, the Music Department sponsors activities such as concerts, lectures, master classes, and social events.

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Programs and Courses

- Music - MA
- Music Teacher Education - BA/MA

Admission requirements and other information about the Music Education (Pre-K-12) MA program is available through the School of Education.

- Music Education PreK-12 - MA

Administration and Faculty

Chair:

Suzanne Farrin
417 North
(212) 772-5024
sf1357@hunter.cuny.edu

Department Office
Hours of Operation: Monday – Friday 9:00 AM – 6:00 PM

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Faculty

Music Faculty

Music - Composition

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

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For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

**MUS 70000 - Music Bibliography and Research Techniques**

Study of sources and bibliographical methods as applied to musical material.

*Hours* 3 hrs  
*Credits* 3 cr

6 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses*  
*Hours* 3 hrs  
*Credits* 3 cr
MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

_prereq:_ 4 sem. of undergraduate music theory courses

_Hours 3 hrs
Credits 3 cr_

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

_Hours 3 hrs
Credits 3 cr
May be taken 3 times for credit._

3 credits from:

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

_Hours 3 hrs
Credits 3 cr_.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

_Hours 3 hrs
Credits 3 cr_

MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

_Hours 3 hrs
Credits 3 cr
May be taken twice for credit._

3 credits from:

MUS 77500 - Seminar in Ethnomusicology 1
A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs  
Credits 3 cr

**MUS 77600 - Seminar in Ethnomusicology 2**

Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.

*Hours 3 hrs  
Credits 3 cr

**MUS 75300 - Transcription and Analysis in Ethnomusicology**

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs  
Credits 3 cr

**Required Courses for Composition Concentration:**

**MUS 73500 - Orchestration**

Study of the capabilities of musical instruments; analysis of orchestration techniques; arranging compositions for various instrumental combinations.

*prereq: 2 semesters of undergraduate music theory and permission of the instructor  
Hours 3 hrs  
Credits 3 cr

**MUS 78500 - Private Lessons in Composition 1**

Advanced individualized training in original music composition.

*prereq: departmental consent  
Hours 1  
Credits 3

**MUS 78600 - Private Lessons in Composition 2**

Advanced individualized training in original music composition.

*prereq: MUS 78500  
Hours 3 hrs  
Credits 3 cr.

**MUS 78700 - Private Lessons in Composition 3**
Advanced individualized training in original music composition.

*prereq: MUS 78600*

*Hours 3 hrs*

*Credits 3 cr.*

**MUS 79900 - Thesis in Composition**

Individual study of composition under supervision.

*Credits 3 cr*

**Music - Ethnomusicology**

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see [http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons](http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons) for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see [http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music](http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music).

**Requirements for the degree program:**

**Core Courses:**

**MUS 70000 - Music Bibliography and Research Techniques**

Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs*

*Credits 3 cr*

6 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses*

*Hours 3 hrs*

*Credits 3 cr*
MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

_prereq: 4 sem. of undergraduate music theory courses_
_Hours 3 hrs_
_Credits 3 cr_

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

_Hours 3 hrs_
_Credits 3 cr_
_May be taken 3 times for credit.

6 credits from:

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

_Hours 3 hrs_
_Credits 3 cr.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

_Hours 3 hrs_
_Credits 3 cr_

MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

_Hours 3 hrs_
_Credits 3 cr_
_May be taken twice for credit.

3 credits of electives from:
MUS 71000–71900 or MUS 72100 (1 cr. each)

Required Courses for Ethnomusicology Concentration:
ANTH 70100 - Foundations of Anthropology

Surveys history and methods of anthropology, and provides an introduction to the social theories employed in anthropological research.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs*
*Credits 3 cr*

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

*Credits 3 cr*  
*and*  

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs*
*Credits 3 cr*

Music - Jazz Performance

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see [http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details]). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see [http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music](http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music).

Requirements for the degree program:

Core Courses:
MUS 73800 - Jazz Harmony and Arranging

Study of jazz harmony and rhythm, jazz composition, and jazz arranging and its application to commercial music.

prereq: MUS TH 20100, 22100, 23100 -or-permission of department
Hours 3 hrs
Credits 3 cr

MUS 73900 - Jazz Improvisation

Study and performance of jazz improvisational techniques.

prereq: MUS 73800 or permission of department.
Hours 3 hrs
Credits 3 cr

MUS 74100 - Introduction to Songwriting

This course will provide an opportunity for students to learn to compose original music with and without lyrics in the context of 20th and 21st century popular music song forms. The principles of composing melodies, creating chord progressions, writing lyrics, and structuring song form will be addressed throughout the semester. An analysis of the music and lyrics of significant songwriters will serve as musical examples. Additional time will be spent on improvisation, arranging techniques, music theory, computer notation and sequencing software, and the business of music.

prereq or coreq: permission of the instructor
Hours 3 hrs
Credits 3 cr.

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

Hours 3 hrs
Credits 3 cr

3 credits from:

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.
MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

Hours 3 hrs
Credits 3 cr
May be taken 3 times for credit.

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr

MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

Hours 3 hrs
Credits 3 cr
May be taken twice for credit.

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

Hours 3 hrs
Credits 3 cr

3 credits of elective from:
MUS 71000–71900 or MUS 72100 (1 cr. each)

Required Courses for Jazz Performance Concentration:
MUS 78100 - Private Study in Instrument or Voice 1

For performance concentrators.

prereq: departmental consent
Hours 1 hr
Credits 3 cr

MUS 78200 - Private Study in Instrument or Voice 2

For performance concentrators.

prereq: MUS 78100
Hours 1 hr
Credits 3 cr

MUS 78300 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

MUS 78400 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

Music - MA

Return to: Music Department

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

- Music - Composition
- Music - Ethnomusicology
- Music - Jazz Performance
- Music - Music Theory
- Music - Musicology
Requirements for the Degree

The following programs are required for students concentrating in composition, ethnomusicology, music history, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Foreign Language

The candidate must demonstrate a reading knowledge of a foreign language, preferably French, German, or Italian. The foreign-language examination must be passed before a student may proceed beyond 18 credits.

Proficiency Examination

Students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test competence in music theory, music history and literature, and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

Thesis or Final Project

A final project consisting of a thesis, a public recital, or another approved piece of work (such as a research project in music education, a lecture-recital, or an internship plus a written report) is required of each student. This project may receive 0-3 credits, depending on the nature and scope of the work involved. A written proposal must be approved by the music department before a student may begin work on the project. Approval of the completed project requires the agreement of two faculty members.

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3 cr

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3 cr

Music - Music Theory

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an
outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

**MUS 70000 - Music Bibliography and Research Techniques**

Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs
Credits 3 cr*

9 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr*

**MUS 72500 - Advanced Studies in Music Theory 2**

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr*

**MUS 74000 - Seminar in Music Theory and Analysis**

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

*Hours 3 hrs
Credits 3 cr
May be taken 3 times for credit.*

6 credits from:
MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr

MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

Hours 3 hrs
Credits 3 cr
May be taken twice for credit.

6 credits from:

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

Hours 3 hrs
Credits 3 cr

MUS 77600 - Seminar in Ethnomusicology 2

Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.

Hours 3 hrs
Credits 3 cr

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

Hours 3 hrs
Credits 3 cr

3 credits of elective from:
Required Courses for Music Theory Concentration:

**MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)**

Individual research under supervision.

*Credits 3 cr*

**Music - Musicology**

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**Requirements for the degree program:**

**Core Courses:**

**MUS 70000 - Music Bibliography and Research Techniques**

Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs*  
*Credits 3 cr*

6 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses*  
*Hours 3 hrs*  
*Credits 3 cr*

**MUS 72500 - Advanced Studies in Music Theory 2**
Analysis and theory of compositional styles from 1900 to the present.

**prereq:** 4 sem. of undergraduate music theory courses

**Hours** 3 hrs
**Credits** 3 cr

**MUS 74000 - Seminar in Music Theory and Analysis**

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

**Hours** 3 hrs
**Credits** 3 cr
**May be taken 3 times for credit.**

9 credits from:

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

**Hours** 3 hrs
**Credits** 3 cr

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

**Hours** 3 hrs
**Credits** 3 cr

**MUS 76000 - Seminar in Musicology**

Problems in research and analysis in selected areas of musicology.

**Hours** 3 hrs
**Credits** 3 cr
**May be taken twice for credit.**

6 credits from:

**MUS 77500 - Seminar in Ethnomusicology 1**

A history of the discipline; the development of theories and methods; selected problems.

**Hours** 3 hrs
**Credits** 3 cr
MUS 77600 - Seminar in Ethnomusicology 2

Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.

Hours 3 hrs
Credits 3 cr

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

Hours 3 hrs
Credits 3 cr

3 credits of electives from:
MUS 71000–71900 or MUS 72100 (1 cr. each)

Required Courses for Musicology Concentration:

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3 cr

Music - Performance

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

MUS 70000 - Music Bibliography and Research Techniques
Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs
Credits 3 cr*

3 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr*

**MUS 72500 - Advanced Studies in Music Theory 2**

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr*

**MUS 74000 - Seminar in Music Theory and Analysis**

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

*Hours 3 hrs
Credits 3 cr
May be taken 3 times for credit.*

6 credits from:

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs
Credits 3 cr.*

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs
Credits 3 cr*
MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

*Hours 3 hrs
Credits 3 cr
May be taken twice for credit.*

3 credits from:

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs
Credits 3 cr*

MUS 77600 - Seminar in Ethnomusicology 2

Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.

*Hours 3 hrs
Credits 3 cr*

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs
Credits 3 cr*

3 credits of elective from:
MUS 71000–71900 or MUS 72100 (1 cr. each)

Required Courses for Performance Concentration:

MUS 78100 - Private Study in Instrument or Voice 1

For performance concentrators.

*prereq: departmental consent
Hours 1 hr
Credits 3 cr*

MUS 78200 - Private Study in Instrument or Voice 2
For performance concentrators.

prereq: MUS 78100  
*Hours 1 hr*  
*Credits 3 cr*

**MUS 78300 - Private Study in Instrument or Voice**

For performance concentrators.

*Credits 3 cr*

**MUS 78400 - Private Study in Instrument or Voice**

For performance concentrators.

*Credits 3 cr*

**Music Teacher Education - BA/MA**

Return to: Music Department

Exceptionally qualified undergraduate students may obtain a master’s degree in teacher education in 5-6 years with a minimum of 140 credits. Requirements are the same as those for the 42-credit BA plus those for the MA in teacher education (45 credits at the graduate level). Matriculation is open to undergraduates with at least 60 credits who have a cumulative grade point average of 3.0 or better and a major subject index of at least 3.0. Students must have completed at least 24 credits of course work in music, including at least two semesters of music history, four semesters of music theory, and four semesters of musicianship (sight singing, ear training, and keyboard studies). At least 12 credits, including at least 6 credits in music major courses, must have been taken at Hunter College. Students must have passed the music department’s piano proficiency examination, and they must demonstrate reasonable mastery on an instrument (which may be a keyboard instrument) or voice. They must be admitted to the program by both the music department and the School of Education. They must maintain the grade point averages required for admission at all times in order to remain in the program; see

http://www.hunter.cuny.edu/music/grad-students/admissions/ba-ma/?searchterm=ba/ma for details.

**Philosophy**

**About the Department**

CUNY Graduate School offers an MA and PhD in philosophy.

**Chair:**

Justin Garson  
1417 West  
(212) 772-4970  
jgarson@hunter.cuny.edu
Physics and Astronomy

OVERVIEW

The Department of Physics and Astronomy has graduate and post-graduate research programs in theoretical and experimental physics. Students may obtain the MA in Physics or MA in Adolescent Education from Hunter College, and/or the joint PhD degree in Physics from Hunter College and the City University Graduate Center. The Department offers all levels of graduate courses jointly with the Graduate Center. Faculty of the department are pursuing projects in the forefront of modern research. The focuses include experimental research in astronomy, optics and spectroscopy, biophysics and biomedical optics, nuclear magnetic resonance and renewal energy materials, and theoretical research in nanophysics, quantum information and quantum optics, chemical physics, and time-frequency analysis. The research programs are well funded by nine different government agencies. Many of our faculty members are leaders of their fields, won prestigious awards, and earned international recognition.

What can I do with my degree in Physics?

The doctoral program is designed to train highly qualified research scientists who are fully equipped to teach and direct research in a wide variety of university and industry programs in physical sciences.

Programs and Courses

Programs and Courses in Physics and Astronomy

Program for Teachers of Adolescent Education (Grades 7-12) – Physics MA

Adolescent Physics - MA / Advanced Certificate

Doctor of Philosophy

Doctor of Philosophy in Physics

Administration and Faculty
Many members of the department participate in a PhD program based at the CUNY Graduate Center.

See Doctoral Program in Physics

Physics and Astronomy Faculty

Doctor of Philosophy in Physics

Return to Physics and Astronomy

Doctor of Philosophy

Hunter College offers Doctor of Philosophy in Physics jointly with the Graduate Center. Students may be accepted into this Program with the approval of the Admissions Committee of the Doctoral Program in Physics at the Graduate Center.

Students enrolled in the Hunter College MA program who achieve satisfactory records and pass CUNY’s first PhD examination may be admitted to the PhD program subject to the approval of the Admissions Committee of the Graduate Center. Courses taken in the Hunter MA program may be counted as part of the course work required for the PhD. Thesis research toward the doctorate may also be carried out at Hunter College.

Courses of Study

The student's course of study must have the approval of an adviser. Of the 60 credits of graduate work required for the degree, no more than 9 credits may be in first-level courses; with special permission, up to 18 credits may be taken in subjects other than physics. After students pass the First Examination, they are encouraged to choose a thesis field and adviser; these decisions should normally be made within the first year of study. Doctoral students are expected to attend the regularly held colloquia.
First Examination

The student must pass the First Examination, which includes quantum mechanics, analytic dynamics, electromagnetic theory, and general physics, which covers topics selected from the fields of atomic and nuclear physics, solid state, thermodynamics and statistical mechanics and optics. For students specializing in fluid-geophysics, an examination in that area may be substituted for the quantum mechanics part of the First Examination.

Second Examination

The Second Examination tests the student's knowledge of the general areas of physics bearing on his or her field of research as well as the student's readiness to undertake a specific piece of research. Detailed information concerning the examination is available from the Executive Officer.

Dissertation

The student is required to prepare the dissertation under the guidance of a thesis adviser. Upon completion, the dissertation will be submitted to the guidance committee appointed for the student. The degree is recommended upon approval of the dissertation by the committee and upon successful completion of an oral defense of the dissertation before the committee. The dissertation must be of such a caliber as to be acceptable for publication in a standard journal when suitably condensed.

College Teaching

Each student is required to participate in some teaching of undergraduate physics courses. Specific requirements are determined for each student in consultation with the Executive Officer and the Department Chairman. In special cases research may be substituted for this requirement.

FINANCIAL AID

Every student admitted for doctoral study in Physics will have financial support for five full years of study, as long as they remain in good academic standing and progress on schedule in their doctoral research. The five-year CUNY Science Scholarship includes a full tuition waiver, annual health insurance coverage and $24,000/year financial support.

Physics - BA/MA

This special program for a limited number of well-qualified undergraduate students leads to a bachelor of arts and a master of arts degree. Students are offered the opportunity quickly to reach a level where they can stand in competition for admission into any doctoral program in physics. The program requires 124-126 credits (including the 30 credits required for a physics major BA degree and 30 credits from the graduate curriculum). Because this program requires a large number of physics courses, many of which have other physics courses as prerequisites, students in this program should begin taking physics courses in their first or second undergraduate semester. Students should consult the department chair, undergraduate adviser, or graduate adviser for details as early as possible.

• Physics Option 1
• Physics - MA
Physics - MA

The MA in physics is offered as a terminal degree, either separately or as part of the BA/MA program. The MA in physics may also, with the approval of the CUNY Graduate Center, form part of the degree work required for the CUNY PhD degree. Thesis research toward the CUNY PhD may also be carried out at Hunter College.

Admission Requirements

Applicants must meet Hunter’s general admission requirements; however, the physics department no longer requires the Graduate Record Examination. In addition, the following departmental requirements must be met:

1. A minimum of 36 credits total in undergraduate physics and mathematics courses. These should include intermediate mechanics, electricity, modern physics, and differential equations. A B average is required for these courses.

2. Approval by the department’s Graduate Physics Committee. If deficiencies are noted in certain undergraduate courses, the applicant may be required to take these courses without graduate credit.

Degree Requirements

1. Program of courses

A program of courses designed in consultation with the graduate adviser and approved by the department’s Graduate Physics Committee.

2. Completion of 30 credits of graduate work including:

a. Not more than 6 credits earned at a graduate institution other than CUNY.

b. At least 15 credits earned at Hunter College.

c. The following courses or their equivalents:

**PHYS U70100 - Mathematical Physics**

Study of the basic mathematical techniques used in physics.

*Hours 60 hrs, Credits 4 cr*

*The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.*

**PHYS U71100 - Analytical Dynamics**

Study of advanced classical mechanics.

*prereq or coreq: PHYS U70100*

*Hours 60 hrs,*
Credits 4 cr
The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U71500 - Electromagnetic Theory

Advanced concepts of static and time-dependent electromagnetic fields.

prereq or coreq: PHYS U70100
Hours 60 hrs,
Credits 4 cr
The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U72500 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U70100
Hours 60 hrs,
Credits 4 cr
The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

d. No more than 6 credits in 600-level courses.

Note(s)

The courses listed in sections 2(c) and 2(d) are generally offered during the daytime hours.


A maximum of 9 credits may be accepted in physics department approved graduate courses in mathematics, astronomy, engineering, and physical chemistry.

4. Comprehensive examination

The candidate will be required to pass a comprehensive examination based on the required courses listed in section 2(c) above or complete a thesis, under a faculty member’s supervision, that is approved by the department’s Graduate Physics Committee. The first PhD exam may be substituted for the comprehensive examination.

5. Residence of two semesters

A minimum residence of two semesters at Hunter College. Courses taken as a nonmatriculant may be counted toward the degree upon matriculation with the approval of the department’s Graduate Physics Committee.

6. There are no foreign language requirements.
Financial Aid

Financial aid is not generally available from the department for MA students.

Political Science

About the Department

Many members of the department participate in a PhD program based at the CUNY Graduate Center. Information can be obtained from the:

Department of Political Science
CUNY Graduate Center
365 Fifth Avenue,
New York, NY 10016

-or-

http://web.gc.cuny.edu/dept/POLIT/index.htm

Department Office:
1724 West
(212) 650-5500

Psychology

Overview

The Psychology Department offers two MA degrees in Psychology: one in General Psychology and one in Animal Behavior and Conservation (ABC) as well as a Post-Baccalaureate Certificate program in ABC. These programs reflect the diversity of psychology as a science and profession. Course offerings range from clinical, social, and developmental psychology to animal behavior, biopsychology, and behavioral neuroscience. The General Psychology Program focuses on exposing students to the broad spectrum of approaches and areas in psychology: from behavioral, developmental, cognitive, and social approaches to applied, evaluative, and biological approaches. The Animal Behavior and Conservation Program is designed to provide students with the skills needed for successful careers in animal behavior, conservation and welfare. The department's faculty members are actively involved in research both with human participants and a variety of animal species. A broad range of applied and research opportunities are available to our students within and beyond the department in the areas of developmental psychology, social psychology, animal behavior, physiological psychology, biopsychology and cognitive psychology. The program's departmental affiliations with community organizations and wildlife facilities make it possible for students to integrate their academic studies with supervised research experience by means of observational field placements and opportunities for research. The MA programs prepare our graduates for careers in psychology, education, social and welfare services, health services,
conservation and animal welfare including work with animals in natural and custodial environments. For many of our students, the MA programs are a first step towards further study at the PhD level.

**What can I do with my degree in Psychology?**

The growing scientific and public sentiment, awareness, and interest in conservation and animal welfare science and the importance of enrichment for zoo, laboratory, and farm animals, recently reflected in new legislation and in zoo policy, has created a growing need for highly trained scientists and professionals. The Master's and Certificate programs in Animal Behavior and Conservation prepare students interested in animal behavior and conservation to develop and enhance their research skills and understanding of the behavior of animals and to acquire credentials for employment in fields related to this field.

The General MA program provides an in-depth background in psychology combined with special training in specific sub-disciplines within psychology to prepare students for careers and specialized training in human resources, medicine, law, nursing, speech pathology, social work, special education, counseling and music, art and dance therapy.

**Psychology Programs and Courses**

**Programs and Courses in Psychology**

**Administration and Faculty**

**Chair:**

Christopher Braun  
611 North  
(212) 772-5550  
psychadv@hunter.cuny.edu

**Department Office:**

Room: 611 North  
Phone: (212) 772-5550  
Website: http://www.hunter.cuny.edu/psychology/  
Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

**MA Program in General Psychology:**

611 North  
(212) 772-5432  
gradpsych@hunter.cuny.edu  
Website: http://www.hunter.cuny.edu/psychology/graduate-studies

**Director and Adviser:**

Sandeep Prasada  
email: sprasada@hunter.cuny.edu

**MA Program and Certificate in Animal Behavior and Conservation:**

611 North  
(212) 772-5432  
abcpsych@hunter.cuny.edu  
Website: http://www.hunterabc.org/
Director and Adviser

Diana Reiss
e-mail: dreiss@hunter.cuny.edu

Faculty

Psychology Faculty

Animal Behavior & Conservation-MA

Program

The growing scientific and public sentiment, awareness, and interest in conservation and animal welfare science and the importance of enrichment for zoo, laboratory, and farm animals, recently reflected in new legislation and in zoo policy has created a growing need for highly trained scientists and professionals. This 36-credit Master's Program within the Psychology Department prepares students interested in animal behavior and conservation (ABC) to develop and enhance their research skills and understanding of the behavior of animals and to acquire credentials for employment in fields related to ABC.

Admission Requirements

Students must hold a bachelor's degree comparable to that from Hunter College. Twelve undergraduate credits in psychology, including courses in statistics and experimental psychology, are generally required; however, students lacking this but with high undergraduate GPA and general GRE scores may be admitted without a strong background in psychology. Applicants are ranked according to their undergraduate grade point average, GRE exam scores, letters of recommendation, and personal statement, as well as prior course work and experience relevant to animal behavior and conservation. General GRE scores are optional for those students who hold the Advanced Certificate in Animal Behavior and Conservation from Hunter College.

Note: There is no foreign-language requirement for the MA in psychology

Curriculum

The MA consists of 36 credits in graduate-level course, and all courses listed carry three credits. Most courses are offered after 5:30 p.m. so that students can work while in the program. The sequence of course offerings enables students taking 3 courses (9 credits) per semester to graduate in 2 years.

Required Courses 18 credits

PSYCH 69000 - Independent Research in Psychology

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review.

May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69100 PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission.

**PSYCH 73900 - Research Methods in Animal Behavior (A, B)**

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

*Hours 2 hrs lecture, 2 hrs lab.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

-or-

**PSYCH 70100 - Advanced Experimental Psychology I**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

*prereq: a graduate course in statistics*

*Hours 2 hrs lecture, 2 hrs lab.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

-or-

**PSYCH 74700 - Experimental Social Psychology**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multifactor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

*prereq: a graduate course in statistics*

*Hours 2 hrs lecture, 2 hrs lab.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

**PSYCH 70500 - Statistical Methods in Psychology I**

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.
prereq: PSYCH 24800 or equivalent
Hours 2 hrs lecture, 2 hrs conf or lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 70701 - Thesis Research**

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor
Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)**

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)**

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 3 hrs including conference.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**Elective Courses (minimum of 9 credits from the following)**

**PSYCH 64100 - Comparative Psychology (B)**

Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

Hours 3 hrs including conference.
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.
PSYCH 69000 - Independent Research in Psychology

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review. May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69100 PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.

Hours 3 hrs.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 69100 - Independent Research in Psychology

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000, such as a literature review, a pilot study, or acquisition of a new research technique or skill.

Hours 1 hr.
Credits 1 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 69200 - Independent Research in Psychology

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000 but more extensive than that required for PSYCH 69100. This may involve a literature review, a pilot study, or acquisition of a new research technique or skill.

Hours 2 hrs.
Credits 2 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 71600 - Animal Behavior I: Mechanisms of Behavior (B)

History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and biorhythms); animal orientation and communication; cognitive ethology and culture.

Hours 3 hrs including conference,
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71751 - Field Study in Animal Behavior and Conservation (B)
Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

*Hours 3 hrs including conference.*
*Credits 3 cr.*
*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.*

**PSYCH 71800 - Ethology (Animal Behavior II – Behavioral Ecology) (B)**

Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology.

*Hours 3 hrs including conference.*
*Credits 3 cr.*
*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.*

**PSYCH 73000 - Psychology of Learning (B)**

Contemporary phenomena and theories about learning and behavior, including both animal and human examples of learning phenomena with a focus on basic processes.

**PSYCH 75400 - Applied Animal Welfare & Behavior (B)**

Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g. enrichment and training) and animal welfare assessment tools will be described and evaluated.

**PSYCH 75700 - Animal Thinking and Communication (S, B)**

This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

*prereq: PSYCH 71700 or permission of instructor or of Animal Behavior and Conservation Coordinator*

*Hours 3 hrs.*
*Credits 3 cr.*

**PSYCH 75800 - Conservation Biology/Psychology**

An understanding of biodiversity, human impacts on biodiversity, the theory and practice of maintaining biodiversity in a developing world, and the social psychology of motivating action to protect nature. Special emphasis will be placed on how human and animal behavior threatens biodiversity. This course serves a basis for more specialized courses and provides the framework within which behavioral studies are implemented to inform conservation action with special
consideration of factors that influence desire and willingness to take such actions.

prereq: Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

Hours 3 hrs. including conferences
Credits 3 cr.

PSYCH 75000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area – varies from semester to semester.

Hours 3 hrs including conference.
Credits 3 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

*NOTE: Special Topics courses and Independent Research projects related to ABC will depend upon student and faculty interests. Recent topics included Companion Animals in Society and Conservation Biology/Psychology. ABC students may also meet the elective course requirements by taking courses in any department such as Anthropology and Geography with permission of the Director of the ABC program.

Breadth Requirement

ABC students satisfy a breadth requirement by taking a 3-credit course in the applied psychology area and a 3-credit course in the social/cognitive/developmental area of psychology.

Thesis Requirement

The MA thesis is a report of individual research supervised by a faculty member in the Hunter College Department of Psychology. The thesis must be approved by the student’s thesis committee, consisting of the supervisor plus at least another reader, and by the ABC Director. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Psychology - MA

The MA degree is in general psychology, but students may focus their course work, independent study, and thesis research in one of three content areas: (1) applied and evaluative psychology; (2) social, cognitive, and developmental psychology; (3) biopsychology and comparative psychology. Students interested in animal behavior and conservation may choose the MA in Animal Behavior & Conservation offered by the Psychology Department.

1. Applied and evaluative psychology. Faculty research interests include topics in personality, psychopathology, theories of therapeutic methods, group dynamics, health and gender, stress and stress management, substance use, tests and measurements. Although the department offers theoretical courses on clinical topics, it does not offer supervision in counseling or therapy.

2. Social, cognitive, and developmental psychology. Faculty research interests include multicultural issues, cognitive and linguistic development, discursive social psychology, gender and cognition, attitudes, political psychology, psycholinguistics, decisionmaking, memory function in different populations.

3. Biopsychology and comparative psychology. Faculty research interests include hormonal influences on and neural control of behavior, mechanisms of drug abuse, developmental neuroscience, vision, animal learning and comparative cognition, evolution of behavior, animal orientation and communication, cerebral specialization of function.
Research Opportunities and Facilities

Students are encouraged to engage in research under faculty supervision. Laboratories at Hunter College provide specialized equipment for studies on human and animal physiology, acoustic analysis, human and animal learning, language and cognitive development, social development, and social psychology. Research is also possible at facilities of other universities and organizations where individual faculty members engage in collaborative research.

Requirements for Admission

Applicants are evaluated on the basis of their undergraduate grade point average, general GRE scores, background in psychology, two letters of recommendation (preferably from college instructors), and a statement of intellectual and research interests. Generally a minimum of 12 undergraduate credits in psychology, including one course in statistics and one laboratory course in experimental psychology are required; however, students who have a high undergraduate grade point average and high general GRE scores but lack a full psychology background may apply for admission. Such students may be required to take preparatory statistics and experimental courses. Note: There is no foreign-language requirement for the MA in psychology. The GRE advanced test in psychology is not required for admission.

Requirements for the MA Degree

Each candidate is required to complete an approved program of study including a thesis. A minimum of 30 credits is required for the general Psychology MA.

Required courses for all MA students (12 credits):

**PSYCH 70200 - Proseminar in Psychology**

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

*Hours 3 hrs including conference*

*Credits 3 cr*

*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.*

**PSYCH 70500 - Statistical Methods in Psychology I**

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

*prereq: PSYCH 24800 or equivalent*

*Hours 2 hrs lecture, 2 hrs conf or lab.*

*Credits 3 cr.*

*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.*
PSYCH 70100 - Advanced Experimental Psychology I

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics
Hours 2 hrs lecture, 2 hrs lab.
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 2 hrs lecture, 2 hrs lab.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

PSYCH 74700 - Experimental Social Psychology

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multifactor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics
Hours 2 hrs lecture, 2 hrs lab.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor
Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

Breadth Requirement
One course selected from each of the following three categories. See the course listing for category or categories into which each course falls.

1. A (applied and evaluative psychology)
2. S (social, cognitive, and developmental psychology)
3. B (biopsychology and comparative psychology)

**Thesis Requirement**

The MA thesis is a report of individual research supervised by a faculty member in the Hunter College Department of Psychology. The thesis must be approved by the student’s thesis committee, consisting of the supervisor plus at least another reader, and by the graduate adviser. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

**Financial Assistance**

The college offers some financial aid programs through the Financial Aid Office. Students should consult that office for information. In addition, some faculty have research grants on which students can work as research assistants. Small grants and awards for funding MA research are sometimes available.

**Psychology of Animal Behavior & Conservation Certificate**

The Department of Psychology offers a Certificate Program in the Advanced Psychology of Animal Behavior & Conservation (ABC) registered with the New York State Education Department. The ABC certificate provides formal recognition of the training in ABC for students who already possess a baccalaureate or graduate degree in another area and, by virtue of prior educational or practical experience in animal behavior and conservation, are qualified for the additional training described in this program.

Courses are scheduled so that the certificate requirements can be completed within two years. All required, and most other courses, are offered after 5:30 PM enabling students to complete the requirements for the certificate while working.

**Requirements**

Students are required to complete at least 15 credits in the ABC area required for the MA in Animal Behavior & Conservation. Although a thesis is not required for non-degree students, the ability to conduct research in the ABC area must be demonstrated either through prior experience or completion of a research project while in the Certificate Program. Students who do not have an adequate background in statistics and/or research methodology will be required to take such courses in addition to those required for the Certificate.

**PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)**

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

*Hours* 3 hrs including conference
*Credits* 3 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.
PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

*Hours 3 hrs including conference.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Plus three additional ABC-related courses (9 credits)—see listing of courses for the MA in Animal Behavior & Conservation.

Romance Languages

OVERVIEW

The Department of Romance Languages' Graduate Division offers MA degrees in French, Italian, and Spanish as a terminal degree or as a preparation for a doctoral program in the respective areas. The Department also offers an MA/TEP (Teacher Education Program) in each language in conjunction with the School of Education. This MA/TEP Program is designed to prepare candidates to teach in elementary and secondary schools. The department enjoys the teaching and scholarship of professors who have acquired high reputation in their respective fields.

What can I do with my degree in Romance Languages?

The MA programs in languages prepare students for both teaching and research in language and literature. The MA/TEP Program is designed to prepare candidates to teach in elementary and secondary schools.

Programs and Courses

- Adolescent French - MA / Advanced Certificate
- Adolescent Italian - MA / Advanced Certificate
- Adolescent Spanish - MA / Advanced Certificate

Doctor of Philosophy

CUNY Graduate Center offers a PhD in French and in Iberian and Latin American Studies.

Administration and Faculty

Chair:

Rolando Perez  
1309 West  
(212) 772-5099  
rperez@hunter.cuny.edu
Graduate Advisers

Faculty

Romance Languages Faculty

French - MA

The master's degree in French provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities. The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

Requirements for Admission

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

Requirements for MA

1. Courses

A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. Languages

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. Comprehensive Examination

Candidates must pass a written examination on the field of study, in the language of specialization.

4. Master’s essay
The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

**Italian - MA**

The master's degree in Italian provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities. The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

**Requirements for Admission**

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

**Requirements for MA**

1. **Courses**

A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. **Languages**

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. **Comprehensive Examination**

Candidates must pass a written examination on the field of study, in the language of specialization.

4. **Master’s essay**

The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

**Spanish - MA**

The master's degree in Spanish provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities. The MA may be taken either as a final degree or as preparation...
for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

Requirements for Admission

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

Requirements for MA

1. Courses

A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. Languages

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. Comprehensive Examination

Candidates must pass a written examination on the field of study, in the language of specialization.

4. Master's essay

The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

Sociology/Social Research

OVERVIEW

The core agenda of the Hunter College Sociology Department is to instruct students in a major that develops critical skills and social awareness and is also part of a broad and rich liberal arts curriculum. The Sociology Department at Hunter College has been built with the comprehensive aim of including most of the various facets of the sociological enterprise, including: theoretical/philosophical sociologists, field and quantitative researchers, criminologists, critical and feminist theorists, specialists in media studies and consumer behavior, micro-sociologists, students of global and international studies, urban studies, and specialists in computer-based research programs.

At Hunter College, our Sociology Department faculty members fulfill a triple mission as teachers, researchers/scholars and as active members of the larger Hunter community. First, as teachers, we take seriously the rich diversity of Hunter's student body by offering courses that emphasize both local and global perspectives. We use New York City as
a "laboratory" in many of our courses at both the undergraduate and master's levels including "Intro," urban sociology, quantitative methods and statistics, race/ethnicity, immigration, consumer behavior, criminology and gender studies. We also offer courses on international development and globalization. Our strength in the fields of race/ethnicity and immigration, as well as in a range of other established subfields, allows us to incorporate sociological perspectives with an appreciation of Hunter students' wonderfully diverse backgrounds and experience. Nearly all the courses that are given in these various specializations are offered on a more or less regular basis and are nearly always fully subscribed since students who are not majors also take our courses in large numbers. Both in our undergraduate and graduate programs, we encourage faculty to develop new electives on a regular basis so as to keep our curriculum up to date and interesting for students.

What can I do with my degree in Sociology?

At the graduate level, our Master of Science in Social Research program is successful at preparing students for careers in applied sociology, and at making it possible for students to secure jobs in the non-profit, governmental and corporate world that may have traditionally been closed to them. The Master's program ("GSR") is nationally recognized as a model for integrating the applied with the theoretical in training students for the professional world. Our combined BA/MS Program also gives students who already attend Hunter an opportunity to remain engaged with their studies while becoming integrated into a community of sociologists.

**Programs and Courses**

Programs and Courses in Sociology/Social Research

**Administration and Faculty**

Chair:

**Erica Chito-Childs**

1622 West  
(212) 772-5635  
echitoch@hunter.cuny.edu

Department Office:

1622 West  
(212) 772-5587  
FAX (212) 772-5645  
http://www.hunter.cuny.edu/sociology

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

Graduate Program Director and Adviser:

**Jessie Daniels**

1646 West  
(212) 772-5585  
jdaniels@hunter.cuny.edu  
http://www.hunter.cuny.edu/sociology/faculty/jessie-daniels/jessie-daniels

Faculty
Social Research - MS

The Department of Sociology offers an intensive program in social research leading to the master of science degree. The program is designed for individuals who wish to pursue a career in applied social research and related areas, as well as for those who wish to upgrade their research skills. All courses are scheduled in the evening.

Graduates are prepared for professional research positions in business corporations, organizations involved with international development, government agencies and non-profit organizations.

The program offers four broad areas of research application: market research and consumer behavior; media research and analysis; research in international development; and research and policy analysis in the public and nonprofit sector. Students may focus on one of the program's areas of specialization or, with faculty guidance, develop a customized course of study if a student is interested in an area of research other than those given above.

Students train for careers in research through a combination of course work, research in their areas of specialization, and a supervised internship in a professional research setting. By carrying out a research project during the internship outside the university setting, students gain firsthand experience in the conduct of applied research and familiarity with practical problems in their field of interest. Frequently, agencies and companies providing internships appoint former interns to full-time positions after graduation. Internship sites have included such companies and organizations as Community Service Society; CBS; Children's Television Workshop; numerous state and city agencies; Warnako Corp.; Time-Warner, Inc.; Lou Harris Interactive; Nielsen Corp. and the United Nations. Students who are already working in research positions may use on-the-job projects as the basis of an internship, with permission of the program director.

Students wishing to learn more about the program are encouraged to talk with the Program Director, Professor Jessie Daniels, who can be reached in the program office in 1646 Hunter West or by email at jdaniels@hunter.cuny.edu.

Admission Requirements

All applicants must have successfully completed at least 3 credits in statistics at either the undergraduate or the graduate level. Three credits in research methods and a background in sociology or other social science are desirable but not required. General admission requirements for arts and sciences graduate programs apply, including a minimum grade point average of 3.0 and the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT). Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit minimum scores on the Test of English as a Foreign Language (TOEFL) of 550 on the paper based test or 213 on the computer administered test or 60 (less speaking component) on the TOEFL IBT.

Applicants who do not meet these requirements in full may apply and request special permission to enter after a mandatory personal interview.

Degree Requirements

Completion of the graduate program in social research requires a minimum of 45 credits, which include:

1. Core Courses

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

*prereq: SOC 24100 or equiv

*Hours 3
Credits 3
fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better
Hours 3
Credits 3
spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

prereq: SOC 24100 or equiv or perm instr
Hours 3 hrs,
Credits 3 cr
fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71100 - Quantitative Digital Research Methods

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor
Hours 3 hrs,
Credits 3 cr
spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 3
Credits 3
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71600 - Workshop in Using Information Technology for Research
Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

Hours 3 hrs,
Credits 3 cr
*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

**GSR 71700 - Seminar in Applied and Evaluation Research**

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

*prereq: GSR 70900, GSR 71000 and GSR 71100
Hours 3 hrs,
Credits 3 cr
*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

**GSR 71900 - Applied Research Seminar**

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

*Hours 3 hrs.
Credits 3 cr.
Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

2. Electives (15 credits)

Fifteen credits are taken in courses according to the student's interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. Internship Requirements (6 credits)

Degree candidates must work as research interns in public or private organizations for a minimum of 12 weeks full-time or 24 weeks part-time.

**GSR 71800 - Research Internship**

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

*Credits 6 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to
advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Additional Information

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).

Research Facilities and Affiliations

Graduate social research students have access to college-wide research and computing facilities and libraries of Hunter College, as well as to GSR program facilities, including a social sciences computer lab and a focus group facility.

Course Sequence

The following links provide a recommended model for timely completion of the program. Actual student schedules will depend on student interest and advisement.

- Social Research Recommended Path for Full-Time Study, 2 years
- Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years

Note(s)

All courses offered by the program are open to students from other graduate programs provided the appropriate prerequisites are met.

Social Research Graduate Curriculum

Completion of the graduate program in social research requires a minimum of 45 credits which include:

1. Core Courses

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

*prereq: SOC 24100 or equiv*
Fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 70900 - Statistics II**

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

*prereq: GSR 70800 with grade of B or better*

**GSR 71000 - Qualitative Digital Research Methods**

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

*prereq: SOC 24100 or equiv or perm instr*

**GSR 71100 - Quantitative Digital Research Methods**

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

*prereq: GSR 71000 or permission of instructor*

**GSR 71600 - Workshop in Using Information Technology for Research**

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.
GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 3 hrs.
Credits 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 3 hrs.
Credits 3 cr.
Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

2. Electives (15 credits)

Fifteen credits are taken in courses according to the student's interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. Internship Requirements (6 credits)

Degree candidates must work as research interns in public or private organizations for a minimum of 12 weeks full-time or 24 weeks part-time.

GSR 71800 - Research Internship

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

Credits 6 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Additional Information

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).
Social Research Recommended Path for Full-Time Study, 2 years

First Year

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 3
Credits 3
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv
Hours 3
Credits 3
fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

prereq: SOC 24100 or equiv or perm instr
Hours 3 hrs,
Credits 3 cr
fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective

Spring Semester

GSR 70900 - Statistics II
Topics covered include analysis of variance, multiple regression and other multivariate techniques.

**prereq:** GSR 70800 with grade of B or better

**Hours** 3

**Credits** 3

*spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

**GSR 71100 - Quantitative Digital Research Methods**

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

**prereq:** GSR 71000 or permission of instructor

**Hours** 3 hrs

**Credits** 3 cr

*spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

- GSR Elective
- GSR Elective

**Second Year**

**Fall Semester**

**GSR 71700 - Seminar in Applied and Evaluation Research**

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

**prereq:** GSR 70900, GSR 71000 and GSR 71100

**Hours** 3 hrs

**Credits** 3 cr

*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

**GSR 71800 - Research Internship**

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

**Credits** 6 cr

*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

- GSR Elective
Spring Semester

GSR 71600 - Workshop in Using Information Technology for Research

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text databases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

Hours 3 hrs.
Credits 3 cr.
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 3 hrs.
Credits 3 cr.
Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

• GSR Elective
• GSR Elective

Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.

Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years

Return to Social Research - MS

If Starting in the Fall

Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv
Hours 3
Credits 3
Fall only. Students must consult the program advisers before registering for courses. Some graduate courses are open to
advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

*prereq: SOC 24100 or equiv or perm instr*

*Hours 3 hrs.*

*Credits 3 cr*

*fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

*prereq: GSR 70800 with grade of B or better*

*Hours 3*

*Credits 3*

*spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

GSR 71100 - Quantitative Digital Research Methods

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

*prereq: GSR 71000 or permission of instructor*

*Hours 3 hrs.*

*Credits 3 cr*

*spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

*Hours 3*

*Credits 3*

*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*
GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100
Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

• GSR Elective

Spring Semester

GSR 71600 - Workshop in Using Information Technology for Research

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

• GSR Elective

Summer Semester

GSR 71800 - Research Internship

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

Credits 6 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Fall Semester

• GSR Elective
• GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar
Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

*Hours 3 hrs.*
*Credits 3 cr.*

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective

If Starting in the Spring

Spring Semester

**GSR 71100 - Quantitative Digital Research Methods**

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

*prereq: GSR 71000 or permission of instructor*

*Hours 3 hrs.*
*Credits 3 cr.*

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective

Fall Semester

**GSR 70800 - Statistics I**

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

*prereq: SOC 24100 or equiv*

*Hours 3*
*Credits 3*

Fall only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71000 - Qualitative Digital Research Methods**

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

*prereq: SOC 24100 or equiv or perm instr*

*Hours 3 hrs.*
*Credits 3 cr.*

Fall only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.
Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better
Hours 3
Credits 3

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71600 - Workshop in Using Information Technology for Research

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

Hours 3 hrs,
Credits 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 3
Credits 3

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100
Hours 3 hrs,
Credits 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Spring Semester
GSR 71800 - Research Internship

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

Credits 6 cr
Students must consult the program advisers before registering for course. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective

Fall Semester

- GSR Elective
- GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 3 hrs.
Credits 3 cr.
Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective

Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.

Sociology and Social Research - BA/MS

For a limited number of qualified undergraduate students, the Sociology department offers an accelerated five-year program leading to a BA in sociology and an MS in social research. The program requires a total of 145 credits of college work (100 undergraduate, 45 graduate). To get the maximum financial benefit from the BA/MS program, students should apply before the number of cumulative credits taken (including those being taken currently) exceeds 100 credits. All credits above 120 will be charged at the graduate tuition rates. The BA/MS program is a full-time program requiring 12 graduate credits per term. In order to be admitted to the program, students must complete their basic requirements, including their major, pass an honors course or its equivalent (cross listed graduate course, honors independent study), have an overall GPA of 3.25 and meet other requirements of the MS program as outlined in the graduate catalog except for the GRE examination. BA/MS applicants should have no more than 100 credits completed before entering the program and can apply for fall or spring admission. After consulting with the undergraduate adviser to establish eligibility, students may apply to the Graduate Director. Applications require a cover letter/personal statement and include a copy of one's current transcript and two letters of recommendation. Students are admitted to the
BA/MS program at the end of their junior year but must consult with the undergraduate advisor before they file the application.

Curriculum

- Undergraduate Curriculum
- Social Research Graduate Curriculum

Theatre

OVERVIEW

The Hunter College Theatre Department offers students the opportunity to study theatre while exploring New York's vibrant theatre scene. We offer both an MA in Theatre and an MFA in Playwriting. We believe that critical thinking and practical skills nourish each other, and students in both programs can take elective classes in acting, directing and design, in addition to theatre history, literature, and theory. Our accomplished faculty members bring their professional experience as practitioners and scholars outside the college to the classroom. The Department produces one mainstage and several smaller productions each semester, with students taking part in all areas of performance and production.

What can I do with my degree in Theatre?

The MA in Theatre prepares students to teach at all levels, work as a teaching artist or work in a nonprofit in the theatre industry. The MFA in Playwriting prepares a select group of students for professional careers as dramatic writers in theatre, film and television.

Programs and Courses

Programs and Courses in Theatre

Administration and Faculty

Chair:

Gregory Mosher  
Baker Theatre Building - 5th floor  
151 East 67th St  
(212) 772-5149  
gm1125@hunter.cuny.edu

Department Office:

Baker Theatre Building - 5th floor  
(212) 772-5148  
huntertheatreassistant@gmail.com  
http://hunter.cuny.edu/theatre

Acting Director of MFA Program
Playwriting MFA

The program provides ample workshop opportunities and free or affordable tickets to a wide range of New York City productions. The capstone project of the program is the Hunter Play Festival, a week-long workshop with professional actors and a director which culminates in a public reading attended by agents, producers, and directors.

Admissions

Applicants to the Rita and Burton MFA in playwriting are required to have a bachelor's degree; they must submit two letters of recommendation and a full length play or a one act play of at least 40 pages, both as hard copy and as a PDF attachment. An interview is strongly recommended. (Only matriculated students will be eligible to take MFA courses.) Admission will be decided by the Acting Director of the program and the Chair. The deadline for application is January 30.

Degree Requirements

This two year program encourages playwrights to discover and celebrate their unique voice. Towards that end they will be given a thorough grounding in theatre history, dramatic literature, play analysis, and the craft of playwriting as well have the opportunity to take electives in other departments. Well known theatre artists will also be invited in to share their experience and expertise. In conjunction with this academic grounding and focus on individual needs, there will be hands-on workshops in which students learn how to collaborate with actors, directors and designers, culminating in staged readings and full productions of their plays.

Required Courses (27 credits)

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3
THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):
THC 73100 or permission of instructor.

Hours 3
Credits 3

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

prereq: THC 73200 or permission of the instructor

Hours 3
Credits 3

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III
coreq: THC 72400 Production Workshop II

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

prereq: Playwriting II
coreq: Playwriting III
THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges. This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III
coreq: THC 72200 Playwriting IV

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 2 hrs, including conferences
Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 2 hrs, including conferences
Credits 3 cr

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 2 hrs, including conferences
Credits 3 cr

Electives (9 credits)

Nine credits are to be chosen from Courses in Theatre

Sample Program of Study

First Semester

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 2 hrs, including conferences
Credits 3 cr
THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

**prereq or coreq:** Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

**Hours 3**

**Credits 3**

THC elective: select from the following Courses in Theatre

Second Semester

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

**Hours 2 hrs, including conferences**

**Credits 3 cr**

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

**prereq:** (and/or other special conditions):

THC 73100 or permission of instructor.

**Hours 3**

**Credits 3**

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

**Hours 2 hrs, including conferences**

**Credits 3 cr**

Third Semester
THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

_prereq: THC 73200 or permission of the instructor
Hours 3
Credits 3

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

_prereq: Playwriting II
coreq: Playwriting III

- THC elective or Internship: select from the following Courses in Theatre

Fourth Semester

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

_prereq: THC 72100 Playwriting III
coreq: THC 72400 Production Workshop II

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.
prereq: THC 72300 Production Workshop I and THC 721 Playwriting III
coreq: THC 72200 Playwriting IV

THC elective or Internship: select from the following Courses in Theatre

**Theatre - MA**

The MA program in theatre is designed to offer concentrated study in the areas of theatre history, theory, and criticism; dramaturgy; production and performance studies. The curriculum integrates theory with practice and accommodates the various backgrounds and career goals of theatre professionals, dramaturgs, and educators. Most students continue professional work or go on to PhD programs. In addition to the permanent faculty, well-known theatre artists, critics, and scholars teach on a part-time basis. Individual counseling is an integral part of the program. Through meetings with the graduate advisor, a program of study that meets each student's needs is developed.

MA students may take MFA Playwriting classes with permission. A one-act play must be submitted for consideration.

**Requirements for Admission**

General admission requirements to the graduate program in the arts and sciences are observed. Applicants with a GPA of 3.4 or higher in theatre history, theory and literary criticism courses, or 6 credits of graduate work with a grade or grades of 3.0 or better need not submit scores on the Graduate Record Examination. An undergraduate theatre major is not needed for admission to the MA program in theatre. Students enter with a wide variety of academic backgrounds.

**Requirements for the Degree**

**Courses**

Each candidate must complete an approved program of study of at least 30 credits, including following. Courses other than those in the Department of Theatre may be applied toward the 30 credits with the approval of the graduate adviser, but may not exceed 9 credits. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

**THC 70200 - History of Theatrical Theory**

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

*Hours 2 hours, including conferences,*

*Credits 3*

**THC 75100 - History of Theatre I**

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

*Hours 2 hrs, including conferences*

*Credits 3 cr*

**THC 75200 - History of Theatre II**

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.
**THC 79000 - Play Analysis**

Study of structural elements of play essential to playwright and director.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

**Examination**

The student is required to pass a three-hour comprehensive examination covering general knowledge in theatre history, criticism, and production. The comprehensive exam may be repeated if failed, but may be taken no more than three times. The department no longer requires a proficiency examination in one foreign language.

**MA with Honors**

**Master's Essay:** Upon completion of the comprehensive examination, the graduate committee will determine which students shall be invited to submit a proposal for a Master's Essay. This decision will be based on academic performance: papers, class participation, and the quality of the comprehensive examination. Honors students must register for THC 79900 - Master's Essay to complete the 30 required credits when the proposal is approved.

**THC 79900 - Master's Essay**

Individually supervised research and writing of a thesis, leading to graduation with honors.

*Credits 3*

**Recent Electives**

Our course offerings also include a continually changing roster of electives

**Recent Electives:**
- Advanced Directing
- Theatre and the Middle East
- Law and American Drama
- Intercultural Theatre
- Greek Drama
- History of Opera
- Puppetry and Performing Objects On-stage
- Performing Arts of Kerala, India
- Goethe's Faust: Text, Background, Tradition

**Urban Policy and Planning**

**Overview**
The Department of Urban Policy and Planning offers two graduate degrees, an accredited Master of Urban Planning degree, and a Master of Science in Urban Policy and Leadership degree. Both programs combine theory and practice in order to provide students with an in-depth understanding and appreciation of urban planning and policy.

Since its creation by advocacy planner Paul Davidoff, in 1965, the department has consistently upheld a vision of urban policy and planning as multi-disciplinary fields. In keeping with this vision, the department's faculty members represent a wide range of disciplines including architecture, economics, history, political science, public health, public policy, social work, sociology and urban planning. They collectively bring a wealth of academic and professional expertise to their teaching. The programs also benefit greatly from a distinguished part-time faculty who bring practical experience and knowledge in both public and non-profit sectors into the classroom. The programs offer specialized courses in advocacy, comparative politics, economic development, education, governance, health, housing, immigration, infrastructure, policy analysis, public and nonprofit management, sustainability and the environment, transportation and urban design.

What can I do with my degree in Urban Policy and Planning?

Graduates pursue careers in the following areas: urban and regional planning, community planning and advocacy, economic development, environmental planning, transportation and infrastructure development, housing, public policy, and nonprofit management.

Urban Policy and Planning Programs and Courses

Programs and Courses in Urban Policy and Planning

Administration and Faculty

Chair:

Professor Joseph P. Viteriti
1606 West
(212) 772-5597
jviter@hunter.cuny.edu

Department Office:
1611 West
(212) 772-5518
Website:http://www.hunterurban.org
Hours of Operation: Monday – Friday 10:00 AM – 6:00 PM

Graduate Advisers:

Prof. Nicholas Dagen Bloom, Program Director, Graduate Program in Urban Planning
1611 West
(212) 772-5518
nb2907@hunter.cuny.edu

Prof. Jill Simone Gross, Program Director, Graduate Program in Urban Policy and Leadership
1610 West
(212) 772-5600
jill.s.gross@hunter.cuny.edu
Faculty

Department Faculty

Master of Urban Planning/Juris Doctor

Brooklyn Law School and Hunter Urban Policy & Planning jointly sponsor a program leading to the degrees of Juris Doctor (JD) and Master of Urban Planning (MUP).

Urban planners often turn to the legal profession for implementation of their work, and lawyers seek planners' advice in identifying present and future land use choices and regarding other development issues for public and private clients. Individuals with credentials in both areas are increasingly sought as advisors for urban policy makers and clients with urban land problems. This program is designed to provide students with the knowledge, skills and background necessary to practice both professions.

Students must be apply and be accepted to both programs separately. Hunter College admits students for either the fall or spring semester. Students typically spend their first year at BLS, followed by one year at Hunter College, and then the remaining time integrating studies by registering concurrently in both schools. Advisors at both institutions, however, will work directly with individual students to devise the most appropriate plan of study.

Students can pursue an MUP/JD on a full or part-time basis. In the MUP/JD joint program, a student may receive up to 10 of the 86 credits required for the JD degree by successfully completing approved course work in the MUP program. Similarly, a student may receive up to 15 of the 60 credits for the MUP degree by successfully completing approved law school courses. Students enrolled in the law school's full-time program may complete the requirements for both degrees in four to five years, depending on the number of summer courses. If pursued on a part-time basis, the program generally takes five to six years to complete depending on the number of summer courses. With approval, the MUP degree may be awarded in advance of the JD degree; otherwise, degrees are awarded concurrently upon completion of all degree requirements.

Urban Planning - MUP

The Master of Urban Planning program has four integrated components: a core curriculum, an area of concentration, an internship, and a studio. Its purpose is to train planners who, like their counterparts throughout the nation, have general expertise in planning theory and methods, an understanding of urban structure, specialized knowledge of a chosen planning concentration, and the skills and intellectual maturity to operate in the professional arena.

The 54-credit program is structured to provide students with the expertise essential to professional practice and to allow for flexibility to accommodate individual professional and academic aspirations. The core curriculum (21 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal and theoretical context and to teach the skills of the profession. The area of concentration (12 credits) allows for in-depth training in a specific subfield of general planning practice. The studio (6 credits) provides experience in applied planning. Unrestricted electives (12 credits) allow for the exploration of a range of planning topics in elective courses and through independent research.

In organizing their programs, students work closely with faculty advisers. Each student must also take one 3-credit internship. As interns, students may work for city and suburban planning agencies, neighborhood development groups, banks, municipal housing or budgeting units, planning journals, and other groups approved by the department. For many students, field experiences have led to full-time employment in their internship agencies after graduation. In addition, the department has periodic internal work opportunities generated by the faculty, which can count towards the internship requirement. Faculty members routinely include in their research grant proposals funds to support graduate research assistants.
The Hunter College graduate program in urban planning is accredited by the Planning Accreditation Board (PAB), which is the national accrediting body of urban planning degree programs. The PAB is sponsored by the Association of Collegiate Schools of Planning (ACSP), the American Institute of Certified Planners (AICP), and the American Planning Association (APA). Students with multiple professional interests may wish to pursue joint degree programs with other New York universities. For example, a joint master of urban planning/juris doctor, available through a cooperative program with Brooklyn Law School, allows students to earn the two degrees in four years of full-time study.

Admission Requirements

Requirements for Admission to the Planning Program

Traditionally, most applicants come from the social sciences (economics, geography, sociology, political science, and urban and American studies), engineering, and architecture. English majors and students of religion, art history, and business have also enrolled. While many students enter Hunter directly from undergraduate study, a large percentage have spent time away from school and return to develop their knowledge and expertise or to prepare for a new career. Applicants must meet the general admission requirements for Hunter graduate programs, except for the Graduate Record Examination, which is not required. The program requires a minimum GPA of 3.0 (although the program may recommend admission to students with lower GPAs when their GRE scores, documentation of professional experience in the field, or graduate-level academic work document adequate preparation to successfully pursue the degree). These requirements include the submission of transcripts and two letters of recommendation, along with a completed online application form submitted through the Hunter College Graduate Admissions Office. Applicants are encouraged to visit the department during scheduled open house sessions and to contact the program director by e-mail with specific questions. Applicants are also encouraged to reach out to individual faculty members who may share their professional or research interests.

Degree Requirements

Requirements for the Master of Urban Planning

The degree requires 54 credits of graduate study. Of these, 42 must be selected within course offerings of the Hunter College graduate program in urban planning. With the approval of the department, 12 credits may be elected from other graduate programs.

Credits are distributed as follows:

Core Curriculum 21 credits
Area of Concentration 12 credits
Planning Studio 6 credits
Internship 3 credits
Unrestricted Electives 12 credits

Core Curriculum

The core curriculum includes content and courses in four areas: theories and process of urban planning, urban structures, public policy and law, and planning methods and information management. Students must take required courses, except where choices are allowed. The core consists of:
URBP 70000 - Introduction to Planning

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

*Hours 3*
*Credits 3*

URBP 70100 - History and Theory of Urban Planning

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

*Hours 3*
*Credits 3*

URBP 71900 - Land Use, People and the Environment

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

*Hours 3*
*Credits 3*

URBG 70200 - Structure of the Urban Region

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

*Hours 45 hrs,*
*Credits 3 cr*

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,*
*Credits 3 cr*

URBP 71200 - Methods of Planning Analysis
Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

*Hours 3  
Credits 3

**Areas of Concentration**

The graduate program offers the following areas of concentration: Community Planning and Advocacy (including Human Services), Sustainability and the Environment, Transportation and Infrastructure, Housing and the Built Environment (including Urban Design and Historic Preservation), Economic Development, and General Practice. Each concentration is designed to give students a working knowledge of specific foci within the field of planning. To fulfill the concentration requirement, students select four courses related to the concentration in consultation with their adviser, from the suggested list. Students with special interests may create their own concentration. In developing their programs, students may combine Hunter courses with the resources of the larger City University community or other approved institutions. Some individually tailored specializations may include Education Planning and Policy, Immigration and Global Change, and Urban Information Systems.

**Representative Courses in the Areas of Concentration**

**Community Planning and Advocacy (including Human Services)**

**URBG 75600 - Citizen Participation in Planning and Development**

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,  
Credits 3 cr

**URBG 75700 - Politics of Education**

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

*Hours 45  
Credits 3

**URBG 75800 - Governing the City**

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constrints, suburbanization, and secession and ask, "Is it getting better?"

**URBG 76000 - Cities and Health**
The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

*Hours 45*
*Credits 3*

- URBG 787.11 - Homeless Policy
- URBG 787.18 - Political Economy of Cities
- URBG 787.30 - Diversity and the City
- URBG 787.40 - Community Planning in New York City
- URBG 787.62 - Inequality and Poverty in the US

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs, Credits 3 cr*

**Sustainability and the Environment**

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

*Hours 3*
*Credits 3*

**URBP 72200 - Land Use Planning Workshop**

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

*prereq: URBP 71900 or permission of the instructor*
*Hours 3 hrs*
*Credits 3 cr*

**URBP 73400 - Environmental Planning**

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

*Hours 3 hrs*
*Credits 3 cr*
**URBP 73500 - Law of Environmental Planning**

Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in formulation and implementation of environmental public policy.

*Hours 3 hrs  
Credits 3 cr*

- URBP 787.17 - Planning for a Sustainable Environment  
- URBG 787.71 - Environmental Justice  
- Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy.

*Hours 45 hrs,  
Credits 3 cr*

**Transportation and Infrastructure**

**URBP 72600 - Site Planning Workshop**

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

*Hours 3 hrs  
Credits 3 cr*

**URBP 73200 - Introduction to Transportation Planning**

Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

*Hours 3 hrs  
Credits 3 cr*

- URBP 787.38 Public Transportation Planning  
- URBG 787.53 Physical Planning of the Waterfront  
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy.

*Hours 45 hrs,  
Credits 3 cr*
Housing and the Built Environment (including Urban Design and Historic Preservation)

**URBG 70200 - Structure of the Urban Region**

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

*Hours 45 hrs, Credits 3 cr*

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

*Hours 3, Credits 3*

**URBP 72300 - Introduction to Urban Design**

Analysis of three-dimensional urban space by studying methods of visual perception and notation; criteria for determining desirable spatial relationships; and means of implementing policies to achieve urban design goals.

*Hours 3 hrs, Credits 3 cr*

**URBG 72500 - Infrastructure and Site Planning**

Introduction to installed infrastructure systems (water supply, sewage, roadways, etc.) and physical aspects of site development (surveying, landscaping, facilities design, environmental concerns).

*Hours 45 hrs, Credits 3 cr*

**URBP 72600 - Site Planning Workshop**

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

*Hours 3 hrs, Credits 3 cr*

**URBG 72700 - Introduction to Housing**

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.
URBG 74200 - Economics of Real Estate Development

Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Economic Development

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

URBG 74200 - Economics of Real Estate Development

Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

URBP 74700 - Planning in the Budget Process
Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs*
*Credits 3 cr*

**URBG 75700 - Politics of Education**

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

*Hours 45*
*Credits 3*

- URBG 787.18 - Political Economy of Cities
- URBG 787.30 - Diversity and the City
- URBG 787.62 - Inequality and Poverty in the US
- URBP 787.86 - Revitalizing the City
- URBG 787.88 - Economic Development Workshop
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,*  
*Credits 3 cr*

**General Practice**

**URBG 72700 - Introduction to Housing**

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBP 73200 - Introduction to Transportation Planning**

Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

*Hours 3 hrs*
*Credits 3 cr*
URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

*Hours 45 hrs,
*Credits 3 cr

Open only to graduate students matriculated in Department of Urban Affairs and Planning

- URB 787.17 - Planning for a Sustainable Environment
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration
- URBG 78700 Selected Topics in Urban Planning and Urban Affairs -or- URB 78700 Selected Topics in Urban Planning and Urban Affairs

Planning Studio

To solidify knowledge and skills gained in the core curriculum and other courses, students are required to participate in a 6-credit planning studio. This requirement is satisfied by completion of URB 73700 (6 credits) or URB 73800 (Planning Studio I, 3 credits) and URB 73900 (Planning Studio II, 3 credits), which are taken consecutively. Ordinarily students take the studio course in their second year of study or after completion of at least 27 credits of work.

Urban Policy and Leadership - MS

The 36-credit MS in Urban Policy and Leadership contains a flexible curriculum that launches students into the study of cities and the urban environment. The interdisciplinary nature of the program allows students to tailor their education to career aspirations and/or interests of their own choosing. The program is designed to accommodate both full and part time attendees. It can be completed in either two full semesters and a summer session or over a longer period of time. In combining both theory and practice, the program seeks to foster an understanding of urbanism while teaching practical skills to prepare students to be change-agents in an urban environment.

Our faculty specializes in a diverse range of urban disciplines with expertise and specializations that include: urban planning and international perspectives, history, non-profit management, governance, education, health, housing, immigration, comparative and international perspectives, non-profit management, economic development, community advocacy, transportation, environment, law, and integrated technologies and data science. The program boasts a distinguished part-time faculty, bringing years of practical experience and knowledge in both public and non-profit sectors. It is not uncommon to take courses from high level New York City professionals, practitioners and civic leaders.

Our students are drawn from a diverse population locally, nationally and internationally. While most have been out of college for some time and many are already in the midst of their careers, an increasing number are arriving one or two years out of college. Most plan or are pursuing careers in the public and non-profit sectors. Students may substitute courses from other departments and/or CUNY schools that more appropriately address their substantive interest for the course listed in each of the Required Disciplines.

Students may include a limited number of courses from other departments and/or CUNY schools that address their specific urban interests.

Requirements for Admission to the Master of Science in Urban Policy and Leadership
Applicants must meet Hunter’s general graduate admission requirements, except that the Graduate Record Examination is not required. Applicants must present an undergraduate cumulative GPA of at least 3.0, including 12 or more credits in the social sciences or related fields, (although the program may recommend admission of applicants with lower GPAs when their GRE scores, professional experience in the field, or graduate-level academic work documents adequate preparation to successfully pursue the degree).

Requirements for the Master of Science in Urban Policy and Leadership

Core Requirements (12 credits)

**URBG 79000 - Urban Development Workshop I**

Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.

*prereq: permission of the adviser*

*Credits 6 cr*

**URBG 79200 - Urban Affairs Capstone**

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

*prereq: permission of the director/adviser*

*Hours 45 hrs, Credit 3 cr*

and either

**URBG 70000 - Introduction to Urban Policy Processes**

An introduction to policy processes in an urban context with attention to issues of formulation, functionality, evaluation and implementation. This is a core requirement for MS students in the public policy track, and an elective for others.

*Hours 3 hrs, Credit 3 cr*.

-or-

**URBG 70100 - Introduction to Organization and Management for the Public and Non-Profit Sectors**

An introduction to organizational structures and theories, with attention to the identification and analysis of management challenges that organizations face when seeking to carry out public purposes in urban settings. This is a core requirement for MS students in the non-profit track, and an elective for others.

*Hours 3 hrs, Credit 3 cr.*
Political Structure Requirement (3 credits)

**URBG 70200 - Structure of the Urban Region**

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

*Hours 45 hrs,  
Credits 3 cr*

**URBG 75800 - Governing the City**

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

**URBG 78718 - Political Economy of the City**

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

Methods/Skills Requirement (6 credits)

Students must take two of the following Methods/Skills courses

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,  
Credits 3 cr*

**GTECH 70900 - Introduction to Geographic Information Systems**

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

*Hours 4  
Credits 3  
Material Fee: $15.00*
URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

Specializations (9 credits)

Students choose one 9-credit area of specialization from among: urban policy, non-profits, and neighborhood development. Or, with approval of the program adviser, students may also develop their own specialization.

Urban Policy

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

Hours 45 hrs,
Credits 3 cr

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,
Credits 3 cr

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,
Credits 3 cr

URBG 74300 - Economic Planning and Policy

Examination of public sector economic intervention and its effects. Emphasis on national manipulation of macroeconomic variables. Discussion of forces affecting inter- and intraregional location of economic activity.

Hours 45 hrs,
Credits 3 cr

URBP 74700 - Planning in the Budget Process
Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs*
*Credits 3 cr*

**URBG 74800 - Management Control of Nonprofit Organizations**

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

*Hours 45 hrs,*
*Credits 3 cr*

**URBG 75000 - Social Planning and Policy**

Examination of major social problems facing urban planners. Review of social planning theories and methods.

*Hours 45 hrs,*
*Credits 3 cr*

**URBG 75100 - Educational Planning and Policies**

Review of structure and functioning of American educational systems with analysis of major policy issues confronting them today. Examination of questions of who is to be educated for what and at what period in life.

*Hours 45 hrs,*
*Credits 3 cr*

URBG/URBP 78700 special topics course can be taken to fill the concentration.

**Neighborhood Development**

**URBG 70700 - Graphical Communication for Urban Planners**

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs,*
*Credits 3 cr*

**URBG 72700 - Introduction to Housing**

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,*
*Credits 3 cr*

**URBG 72800 - Housing and Community Development Seminar**
Study and evaluation of public sector activities in housing market. Focus on critical housing and community development legislation and analysis of financing techniques used to stimulate private housing production.

*prereq: URBG 72700 or permission of the adviser
Hours 45 hrs,
Credits 3 cr*

**URBG 74000 - Planning for Economic Development**

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

*Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning*

**URBG 74800 - Management Control of Nonprofit Organizations**

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

*Hours 45 hrs,
Credits 3 cr*

**URBG 74900 - Strategic Planning for Nonprofit Organizations**

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

*Hours 45 hrs,
Credits 3 cr*

**URBG 75000 - Social Planning and Policy**

Examination of major social problems facing urban planners. Review of social planning theories and methods.

*Hours 45 hrs,
Credits 3 cr*

**URBG 75500 - Planning for Community Development and Implementation**

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

*Hours 45 hrs,
Credits 3 cr*

**URBG 75600 - Citizen Participation in Planning and Development**

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental
agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

URBG/URBP 78700 special topics course can be taken to fill the concentration

**Non-Profit Sector**

**URBG 70600 - Introduction to Policy Analysis**

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,
Credits 3 cr*

**URBP 74700 - Planning in the Budget Process**

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs
Credits 3 cr*

**URBG 74800 - Management Control of Nonprofit Organizations**

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

*Hours 45 hrs,
Credits 3 cr*

**URBG 74900 - Strategic Planning for Nonprofit Organizations**

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

*Hours 45 hrs,
Credits 3 cr*

**URBG 75500 - Planning for Community Development and Implementation**

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

*Hours 45 hrs,
Credits 3 cr*

**URBG 75600 - Citizen Participation in Planning and Development**
Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,
Credits 3 cr
URBG/URBP 787 Special topics course can be taken to fill the concentration

Unrestricted Electives (6 credits)

In addition, students must complete an additional 6 credits in unrestricted electives.

Total credits required: 36

Additional Courses

A wide variety of courses are offered each semester in the department, including special topics courses to meet the requirements. Students are also encouraged to consult course listings in other departments within Hunter in which to take classes that are in line with their course of study. Up to 9 credits can be taken outside the Department of Urban Policy and Planning, in other departments at Hunter or elsewhere within the CUNY system.

Translation and Interpreting

OVERVIEW

The Master of Arts Program in Translation and Interpreting (MATI), a new degree, is a professional degree program that will train students for careers in translation and interpreting in local government, corporations, private enterprises, non-governmental organizations and other institutions in the private and public sectors. By offering a combination of practical and theoretical courses, the program provides a clear career path for bilingual students, training them to perform community, legal, medical and conference interpreting as well as written translation in various spheres of governmental and nongovernmental work. The program combines rigorous theoretical grounding and hands on linguistic and professional training with instruction in computer-assisted technologies, software localization and other transferrable skills. This program is offered in the Chinese, Russian and Spanish language tracks with plans for more languages tracks in the future.

The program is unique in the greater NYC area in its focus on the development of practical and professional skills and its emphasis on translation technologies and training in language specific, purpose-driven translation and interpreting skills, targeting high-demand business and public sectors.

Programs and Courses

Programs and Courses in Translation and Interpreting

Administration and Faculty

Graduate Adviser:
Faculty

Translation and Interpreting Affiliated Faculty

Translation and Interpreting - MA

The Master of Arts Program in Translation and Interpreting (MATI) is a professional degree program that will train students for careers in translation and interpreting in local government, corporations, private enterprises, non-governmental organizations and other institutions in the private and public sectors. By offering a combination of practical and theoretical courses, the program provides a clear career path for bilingual students, training them to perform community, legal, medical and conference interpreting as well as written translation in various spheres of governmental and nongovernmental work. The program combines rigorous theoretical grounding and hands on linguistic and professional training with instruction in computer-assisted technologies, software localization and other transferable skills. This program is offered in the Chinese, Russian and Spanish language tracks with plans for more language tracks in the future.

The program is unique in the greater NYC area in its focus on the development of practical and professional skills and its emphasis on translation technologies and training in language specific, purpose-driven translation and interpreting skills, targeting high-demand business and public sectors.

Admissions Requirements

The following admission requirements will apply to all applicants:

1. Completed BA degree (language and translation-related degrees preferred but not required), or equivalent
2. Fluency in language A (equivalent of Level 3+ or higher on Interagency Language Roundtable (ILR) scale, corresponding to "Superior" on ACTFL scale) and full professional working proficiency in language B (equivalent of Level 2+ or higher on ILR scale, corresponding to "Advanced High" on ACTFL scale). Students matriculating from the undergraduate translation programs at Hunter College may have their language proficiency testing requirement waived based on their academic record and recommendation from language faculty.
3. For international students with BA (or equivalent) from a foreign institution of higher learning, TOEFL ITP scores of 102 or higher (corresponding to 7.5+ on IELTS scale). The application consists of the following components:
   • Personal essay/statement of purpose
   • Online application form
   • Undergraduate transcripts
   • Two letters of recommendation (for applicants with industry experience, one academic and one professional encouraged)
   • Interview with faculty adviser, which will be conducted in language A and B to further evaluate the applicant's ability to communicate and process information in both languages.
   • The Language and Skills Test for language proficiency (http://www.icls.edu/languageskills-assessment/)
     Students who score within a three-point range of target test scores may be admitted provisionally and required to take an additional Special Topics in Language course prior to the start of the program
   • Language Remedial Requirements
In the Chinese track, students accepted provisionally will be required to complete one of the following existing courses: CHIN 70500 Topics in Advanced Conversation, CHIN 70600 Topics in Advanced Writing, CHIN 70700 Topics in Advanced Reading, CHIN 70800 Topics in Chinese Culture and Society.

In the Russian track, students accepted provisionally will be required to take TRNR 75100 Comparative Russian-English Grammar in Context.

In the Spanish track, students accepted provisionally will be required to complete 6, rather than 5, Special Topics in Languages (Spanish).

Curriculum - 30 credits

The program-wide curriculum will consist of the following components, detailed below:

Language-Neutral Core Courses (6 credits)

Core Courses with a Language-Specific Component (6 credits)

Elective (3 credits)

Language-Specific Courses, including Special Topics in Language (STL) (15-18 credits)

1. Language-Neutral Core Courses (6 credits)

Certain translation-relevant skills exist outside specific languages and provide baseline knowledge to all students interested in careers in Translation and Interpreting. All students, regardless of language tracks, are required to complete two core courses, offered in English in a language-neutral setting.

**TRN 75100 - Translation Theory**

The course provides an overview of the evolution of translation studies and translation theory. It prepares the students to discuss concepts of intention, translatability, purpose, and function of translation.

*Hours 3  
Credits 3*

**TRN 75900 - Computer-Assisted Translation**

The course teaches students the command of technology tools used in translation. Through the use of various computer-assisted translation tools, the students learn practical industry skills such as building field-specific terminology lists, reviewing and editing, multilingual project management, invoicing, and project analysis. The students also develop transferrable skills that can be applied to new technologies. The course is language-neutral and taught in English.

*prereq: TRNS 75100: Translation Theory  
For Russian track, one of the following:  
TRNR 75200: Advanced Comparative Russian-English Grammar and Stylistics for Translation  
TRNR 75300: Russian-to-English Translation  
For Spanish Track, one of the following:  
TRNS 75200: Comparative English/Spanish Grammar and Stylistics for Translators  
TRNS 75300: English-to-Spanish Translation  
For Chinese Track, one of the following:  
TRNC 75300: Chinese-English Professional Translators Workshop  
TRNC 75500: English-Chinese Revising and Editing in Translation  
TRNC 75600: Chinese to English Translation in Commercial affairs  
TRNC 76100:  

Fundamentals of Chinese-English Sight Translation & Interpretation

2. Core Courses with a Language-Specific Component (6 credits)

The following courses are required for students enrolled in all language tracks. Each course is divided into a language-neutral portion, during which students receive theoretical training (including ethics, code of conduct, industry-specific information) and a language-specific component, conducted by a graduate teaching assistant in each respective language and consisting of vocabulary practice, role-play, authentic document translation, simulated interpreting scenarios and peer editing and feedback. These are:

**TRN 75500 - Medical Translation**

This course will provide an overview of translation for medicine and related sciences. The course introduces the students to key terminology, skills, as well as ethics of work in this field.

*prereq: TRN 75100: Translation Theory*

**TRN 75600 - Legal and Business Translation**

The course applies translation techniques and problem-solving strategies to translating texts in the legal field.

*prereq: TRN 75100*

3. Elective (3 credits)

Students will select a course to complement their training in translation. The choice of the class will be dictated by the student's professional interests and prospective fields of employment.

Requiring an elective will compel the students to gain field-specific knowledge outside of language. The interdepartmental character of this elective not only allows graduate students to avail themselves of collaboration across departments that forms part of Hunter's tradition of academic excellence, but also model the interdisciplinary nature of any professional work environment. The students will select courses based on availability with the approval of the program director.

Sample topics and courses include:

- English Linguistics (ENGL 60700)
- Rhetoric and Composition (ENGL 60700)
- The Nature of Written Language (ENG 78550)
- Fundamentals of Health Policy and Management (PH 75600)
- Healthcare Systems and Policy (NURS 70400)
Community Organizing and Development for Health (COMHE 75200)
Demographic Issues in Planning and Development (URBG 70300)
Social Welfare Policy and Services (SSW 70150)
Immigrants and Refugees: Policies and Issues (SSW 70219)
Literary Translation (Independent study)
Research and Methods (Independent Study)
Translating New York: Émigré Literature in Translation (Independent study)
Translation and Interpreting Internship (by department permission)

4. Language-Specific Courses: Special Topics in Language (15 credits)

The Special Topics in Language (STL) courses vary by language track. The language track is indicated in the course number (TRNC for Chinese; TRNR for Russian; TRNS for Spanish).

Chinese: Special Topics in Language

**TRNC 75100 - Market Strategies & Critical Perspectives for Chinese-English Translators**

This course offers a critical perspective on opportunities and challenges for the entry level Chinese-English translator/interpreter today. It addresses translation as a business and translators as individuals who engage in a wide array of "conversations" in a competitive marketplace—with different agencies, organizations, and institutions. Students will examine the evolution of what is called "professional" (as opposed to literary or community) translation, and the specificity of freelance or start-up work as opposed to landing full-time positions in corporations of different scales, from the boutique agencies to the multinational LSPs (language service providers). While learning to strategize work opportunities and to market their skills, students will contemplate larger issues of social purpose and sustainability of the translator, the role of the translators/interpreter in corporate social responsibility, soft-power economics, climate change, and other social justice and humanitarian concerns.

*Hours 3
Credits 3*

**TRNC 75200 - Chinese to English Professional Translators Workshop**

Professional Translators Workshop serves as a preparatory overview in Chinese/English translation; the course provides a comprehensive skill-based induction into document translation as a multi-faceted and market-driven occupation, with emphasis on professional, that is, need-based, client-initiated, projects, as opposed to recreational or literary translation. Students will learn how to use key translation resources and implement appropriate strategies in translating and oral rendition/sight-translation between Chinese and English to serve real-world communicative purposes.
TRNC 75400 - Chinese-English Editing and Revising in Translation

This course reinforces the basic principles of translation and its productive progression through levels of fine-tuning – proofreading, revising, copy-editing, post-editing – from the rough drafts to the final copy. Editing and Revising in Translation will address the mechanics of grammar and readability of target texts in English, but more importantly, also the process of appreciatively revising the efficacy and merit of translated works in English in terms of the translator's handling of style, register, and idiom. As translation often occurs in urban environments of robust linguistic contact and change, the course will account for English as Englishes in the world and challenge prescriptive linguistics by addressing variation in English usage; the course will identify the pitfalls of word-for-word or literal translation with focus on differences in the rhetoric and discourse structures between languages. Theoretical discussion on approaches to translation and types and levels of proofing and editing emerge naturally in this context.

TRNC 75600 - Translation in Commercial Affairs (CHINESE-ENGLISH)

This course concerns the practice of Chinese to English translation within the broad scope of commercial affairs as they pertain to fundamental industry sectors such as real estate, tourism and hospitality, banking, retail manufacturing, catering, etc. Students will practice translation on behalf of a range of corporate clients and public oversight bodies such as the consumer protection bureau, the stock exchange commission, the housing or transportation authorities, health and hygiene departments, and other agencies. While translating trade-specific and highly contextualized matters (catering to particular consumer demographics), students will be trained in functional, dynamic approaches in translation.

prereq or coreq: TRNC 75100: Market Strategies and Critical Perspectives for Chinese-English Translators TRNC 75200: Professional Translator Workshop

TRNC 76100 - Chinese-English Fundamentals of Sight Translation & Consecutive Interpreting

This course provides a broad introduction to Chinese-English interpreting in a variety or public, community, and business settings, with emphasis on sight translation (oral rendition of written texts) as a fundamental part of the process. Students will engage in role-play exercises (simulating real-world interactions) and hone specific skill sets and strategies cumulatively, at increasing levels of complexity. Students will practice and reflect on consecutive interpreting as a multi-faceted process broken into performance-based components including note-taking, listening, voice production, the use of verbal and non-verbal cues, memory training, and paralinguistic applications. The course will survey the role of interpreters in healthcare, public education, criminal justice, and the court system.

prereq or coreq: TRN 751: Translation Theory, TRNC: 75200 Professional Translation Workshop

Additionally, students without an educational background in translation or scoring below the required proficiency level for admission will be required to take one of the following:

- CHIN 70500 Topics in Advanced Conversation
- CHIN 70600 Topics in Advanced Writing
- CHIN 70700 Topics in Advanced Reading
CHIN 70800 Topics in Chinese Culture and Society

Russian: Special Topics in Language

TRNR 75200 - Advanced Comparative Russian-English Grammar and Stylistics for Translators

The course offers an advanced comparative study of grammatical, syntactical and stylistic forms of English and Russian, along with emphasis on stylistics and usage. The course focuses on lexical, grammatical and cultural equivalence, builds vocabulary and prepares students for work in professional translation by introducing basic concepts in translation. The course also provides a cultural foundation for language learning and familiarizes the students with different registers of speech through exercises based on published periodicals, electronic resources and scientific essays, among others.

Hours 3 hrs.
Credits 3 cr.

TRNR 75300 - Russian to English Translation

The course prepares students for Russian-to-English translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

prereq: TRN 75100: Translation Theory
coreq: TRNR 75100: Advanced Russian Grammar

Hours 3
Credits 3

TRNR 75400 - English to Russian Translation

The course prepares students for English-Russian translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

prereq: TRN 75100: Translation Theory; TRNR 75200: Advanced Comparative Russian-English Grammar and Stylistics; TRNR 75300: Russian-English Translation

Hours 3
Credits 3

TRNR 76100 - Consecutive Bidirectional Interpretation

The course teaches background skills for consecutive interpretation (memory training, concentration and note-taking) along with practice in simulated real-life settings.

prereq: TRN 75100: Translation Theory
TRNR 75200: Advanced Comparative Russian-English Grammar and Stylistics for Translators

Hours 3
Credits 3

TRNR 76200 - Simultaneous Interpretation
The course introduces students to foundations of simultaneous interpretation, including focus on memory and note-taking, use of relevant technology as well as such transferrable skills as glossary building, multi-tasking, and subject-specific research. The course is offered in Russian.

prereq: TRN 75100: Translation Theory
TRNR 75200: Advanced Russian-English Comparative Grammar and Stylistics for Translators
TRNR 76100: Consecutive Interpretation

Hours 3
Credits 3

Spanish: Special Topics in Language

TRNS 75200 - Comparative English-Spanish Grammar & Stylistics

This course will compare and contrast English and Spanish grammar and stylistics within their historical context and their evolution to modern times. These grammatical concepts will serve as the means for applying practical solutions to language-transfer challenges in translation exercises. Students will also be guided to understand and use the fundamental concepts of stylistics and their implication for the study and practice of translation.

Hours 3
Credits 3

TRNS 76100 - Consecutive Interpretation

The course teaches background skills for consecutive interpretation (memory training, concentration and note-taking) along with practice in simulated real-life settings.

prereq: TRN 75100

Hours 3
Credits 3

TRNS 76200 - Simultaneous Interpretation

The course introduces students to simultaneous interpretation, including focus on memory and note-taking, use of relevant technology as well as such transferrable skills as glossary-building, multitasking, and subject-specific research. The course is offered in Spanish.

prereq: TRN 75100: Translation Theory

Hours 3
Credits 3

Any two of the following three courses:
- TRNS 75300 Spanish to English Translation
- TRNS 75400 English to Spanish Translation
- TRNS 75500 English – Spanish Revising & Editing for Translators

School of Education

School of Education
General Information

- Graduate Programs: Information
- School of Education: Administration
- Accreditation
- Faculty for the School of Education

Admission

- General Information
- How to Apply + Online Application
- Application Deadlines (Fall and Spring Admission)
- Standardized Tests
- Readmission

Programs in School of Education by Program Type

- Programs in School of Education

Full Program and Course Lists

- Course List: School of Education
- Full Program List: School of Education

Academic Affairs and Policies

- The Office of Academic and Student Affairs (OASA)
- School of Education Fall 2020 Credit/No-Credit Grading Policy
- Changing Programs
- Degree Requirements
- Time Considerations
- Course Equivalency
- Transfer of Credit
- Permit Credit
- New York State Certification

Clinical Experiences

- The Office of Clinical Experiences

School of Education Career Services
Partnerships Programs

- The Office of Partnership Programs
- Collaborative Leadership Advancing School Success
- East Harlem Teaching Residency
- New Visions-Hunter College Charter Residency Program
- Lincoln Center Scholars Program
- New York City Teaching Fellows
- Subsidized Bilingual Extension Program
- Teach for America
- NYC Teaching Collaborative

Research and Training Centers in Teacher Education

- Research and Training Centers: Introduction
- Autism Research Policy and Practice (HARPP) Center
- Center for Gifted Studies and Education
- The Learning Lab
- Literacy Space
- Math Center
- Frankfort Center for Learning and Scholarly Technologies

School of Education's Department Information

- Department of Curriculum and Teaching
- Department of Educational Foundations
- Department of Special Education

School of Health Professions

About the School of Health Professions

Hunter's Institute of Health Sciences, dedicated to the educational preparation of a range of health care professions, opened its doors on East 106th Street in 1968. Six years later, the Institute became the School of Health Sciences and moved downtown to the Brookdale Campus. Today Hunter College's School of Health Professions' mission is the education of the next generation of health care professionals in the areas of Speech-Language Pathology and Audiology and Physical Therapy. These professionals will work in health care centers, schools, organizations and private practice to improve the lives of those they assist through direct service delivery, research and education.
Facilities

Brookdale Health Science Center
425 East 25th Street
New York NY 10010

Administration

School of Health Professions: Administration

Graduate Programs in the School of Health Professions

Programs and Courses in Speech-Language Pathology and Audiology

Physical Therapy - DPT

The Centers

School of Health Professions: Centers and Services

School of Health Professions Faculty

Faculty of the School of Health Professions

Hunter-Bellevue School of Nursing

School of Nursing

Overview

The Hunter-Bellevue School of Nursing is located at Hunter College's Brookdale Health Science Center at 425 East 25th Street in Manhattan, near Bellevue Hospital. The School's programs combine liberal and professional education with a humanistic and comprehensive approach to health care. The School's mission is to provide quality nursing education to promote health and provide care to culturally diverse, urban, and global communities through research, scholarship, and service. The School's programs combine liberal and professional education with a humanistic and comprehensive approach to health care.

The School offers accredited programs leading to the Master of Science (MS) and the Doctor of Nursing Practice (DNP) degrees. The School also offers a post-graduate advanced certificate program. Graduates meet the educational requirements for national board certification in their specialties. In addition, a PhD program in Nursing is offered by the City University of New York Graduate Center in conjunction with Hunter College, Lehman College, and The College of Staten Island. For information, please go to www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Nursing.
What can I do with my degree in Nursing?

The MS program educates nurses for roles as gerontological/adult nurse practitioners (NPs), psychiatric/mental health NPs, adult-gerontological acute care clinical nurse specialists, community/public health practitioners and nurse administrators. The post-graduate certificate program prepares psychiatric/mental health NPs. The DNP program offers concentrations for Adult/Gerontological NPs, Family NPs and Psychiatric/Mental Health NPs.

Programs and Courses in Nursing

Programs and Courses in Nursing

Accreditation

The baccalaureate degree in nursing programs, the master's degree in nursing programs, and the Doctor of Nursing Practice program at Hunter College, CUNY, are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

Licensing

Graduates of the advanced practice nursing programs are eligible to take the certification examinations for nurse practitioners and clinical nurse specialist.

Centers

The Health Professions Education Center (HPEC) is an academic learning center serving all students and faculty at the Hunter College Nursing and School of Health Professions. A variety of comprehensive support services and programs are offered at the HPEC to enhance student academic success, retention, and completion rates by applying best practices and addressing student learning needs from multiple pedagogical perspectives. Our services are designed to develop critical thinking, reinforce practice of clinical skills, and foster a supportive, professional environment for student collaboration and scholarship.

The HPEC combines traditional approaches to teaching with new instructional technologies that reflect the dynamic nature of all health professions. Services at the center include:

- Access to the largest collection of health-related videos and instructional media within CUNY.
- Computer-aided educational software and virtual training technologies.
- Access to state board testing preparation programs.
- Technology support at the Hunter College Brookdale Campus.
- Beta testing and evaluation of new instructional media.
- Faculty consultation for research and classroom media integration.
- Development and administration of e-learning initiatives, online testing, and digital content.
- Individual and group study support.
- Simulation laboratory support through the New York Simulation (NYSIM) Center.

Faculty and students from all Hunter College schools and departments are always welcome to view the many resources available at the HPEC.
The center maintains regular office hours throughout the academic year, Monday-Thursday 9AM-9PM and Fridays 9AM-5PM.

**Administration and Faculty**

425 East 25th St.
New York, NY 10010
http://www.hunter.cuny.edu

**Joan Hansen Grabe Dean of Nursing**

Gail C. McCain
530 Brookdale Campus West
(212)481-7596

**Associate Dean, Administration**

Frank Flammino
600A Brookdale Campus West
(212) 481-7667

**Associate Dean, Research**

Elizabeth Cohn
622 Brookdale Campus West
(212) 396-7202

**Associate Dean, Graduate Programs**

Mary Hickey
506 Brookdale Campus W
212 396-7147

**Faculty**

Hunter-Bellevue School of Nursing: Faculty

**Silberman School of Social Work**

**About the School**
The Lois V. and Samuel J. Silberman School of Social Work at Hunter College (SSSW) is the largest and oldest public school of social work in metropolitan New York. Founded in 1956 and accredited since 1958, the School educates and trains outstanding social work professionals, who are lifelong learners engaged in knowledgeable, ethical practice with communities locally, nationally, and globally. Guided by this mission, the School is uniquely committed to social work excellence in the public interest. Its classroom curriculum, practicum experiences, and community-engaged partnerships are focused on supporting persons, families, organizations, and communities, while respecting the humanity of all individuals. The School enrolls around 1,300 students in its flagship Master of Social Work (MSW) and growing Bachelor of Social Work (BSW) programs, along with nationally recognized continuing education, executive leadership, dual master's degree, and doctoral programs.

The Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs offered by the Silberman School of Social Work at Hunter College are accredited by the Council on Social Work Education, 1701 Duke Street, Suite 200, Alexandria, VA 22314.

The Building and Its Uses

With the support of the Silberman family and the Hunter College senior administration, the School moved to a state-of-the-art campus in East Harlem in 2011, designed specifically to meet its needs in the community. The School was also renamed in honor of its benefactors Lois and Samuel Silberman, whose generosity not only made this relocation possible but has also steadily supported and enhanced the School for more than half a century. The Silberman Building includes a well-resourced and beautiful library; community meeting spaces; state-of-the-art classrooms and conference rooms; four computer labs with extensive software; an interior courtyard garden; and a large terrace. Co-located with the School of Social Work in the Silberman Building are the library and archives of Centro, the Center for Puerto Rican Studies at Hunter College; the Hunter East Harlem Gallery; and the Brookdale Center for Healthy Aging. These resources each enhance the School's cross-disciplinary learning environment. Together with all of Hunter College, the Silberman School of Social Work is dedicated to engaging and supporting its dynamic neighbor communities in East Harlem, and communities across the New York region and beyond.

What Can I Do with my Degree in Social Work?

A degree in social work opens up a range of exciting and meaningful professional opportunities. Most broadly, social workers support the complex needs of individuals, groups, communities, organizations, and populations across the lifespan. The National Association of Social Workers (NASW) underlines the depth and breadth of this work, describing social work practice as:

the application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes. The practice of social work requires knowledge of human development and behavior; of social and economic, and cultural institutions; and of the interaction of all these factors.

There is significant need across the United States for professionals who possess that knowledge along with the unique values, principles, and techniques that a social work education confers. According to the U.S. Bureau of Labor Statistics, "Overall employment of social workers is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations [7%]" (BLS 2018). This growth is driven by increasing demand in the healthcare and social service sectors. Earning a social work degree is not only intellectually stimulating and socially transformational – it also offers many opportunities for career advancement.

The Silberman School of Social Work at Hunter College is committed to preparing its students for practice and research across this dynamic, growing array of professional environments, approaches, and specializations. Silberman students gain comprehensive knowledge and practice capability in one of three dedicated methods; develop specialized understanding and experience in a field of practice specialization; benefit from rich professional development resources
within the School and College community, alongside the support of highly accomplished faculty; and learn amid an abiding, School-wide culture committed to social justice inside and outside the classroom.

The Silberman School of Social Work is also committed to ensuring that students are prepared to take and pass the Licensed Master Social Worker (LMSW) licensure exam, administered by the Association of Social Work Boards (ASWB). Licensure is the national standard for practicing social workers. The School's Licensure Central initiative is a digital gateway that provides students with resources, materials, information, and practical steps to help them become licensed LMSWs. It is available through the Hunter Blackboard portal. The School's Department of Continuing Education, additionally, offers courses for alumni and others dedicated to licensure preparation.

These characteristics, among many, define the professional preparation and competitive edge that Silberman School of Social Work students bring into their entire careers.

### Programs and Courses

#### Social Work Programs and Courses

#### Administration

Administration

#### Faculty

Silberman School of Social Work Faculty

*IMPORTANT: Please check the Hunter College School of Social Work website: http://www.sssw.hunter.cuny.edu/ and registration materials for up-to-date information on course offerings.*

### School of Urban Public Health

### School of Urban Public Health

#### About the School

Hunter College's School of Urban Public Health educates students to contribute to improving urban health by addressing problems such as HIV, substance abuse, asthma, obesity, under-nutrition, violence, heart disease and cancer. The School offers undergraduate programs in Community Health and in Nutrition. Hunter's School of Urban Public Health shares an eight-story, 147,000-square-foot green building on Third Avenue between East 118th and 119th Streets with the Silberman School of Social Work at Hunter College. Faculty, staff and students from both schools work closely with community organizations and health and social service agencies in East Harlem to strengthen existing and create new approaches to improving the well-being of East Harlem and other low-income communities.

The MS degree in Nutrition is designed for individuals seeking to attain the RD credential. The MS in Nutrition is an accredited didactic program in dietetics (DPD), completion of which certifies eligibility to apply for a dietetic internship.
The Accelerated BS/MS is for third year NFS majors who are interested in completing their degree and then continuing at Hunter to obtain a master's degree and verification statement (students will be provisionally accepted into the program in their junior year but must maintain grade requirements to matriculate into the MS-DPD program). This accelerated pathway provides the opportunity for undergraduate students to remain at Hunter for their graduate coursework providing students the opportunity for academic acceleration to a graduate degree.

What can I do with my degree in Nutrition and Food Science?

Graduates of the NUTR-MS program may work as nutritionists in a wide variety of health care facilities including hospitals and public health agencies. Since the MS-Nutrition curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the credentialing arm of the American Dietetic Association (ADA), the program will qualify students from the BS/MS accelerated track to apply for Dietetic Internships and continue their professional preparation for the Registered Dietitian (RD) credential.

Accreditation

The NUTR-MS is a didactic program in dietetics (DPD), accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation of Dietetics Education (CADE), the accrediting agency of the Academy of Nutrition and Dietetics. The Dietetic Internship is also accredited by ACEND. Both the DPD and DI programs are designed for individuals seeking to become eligible to sit for the national registration examination in dietetics to become credentialed as a Registered Dietitian (RD).

Programs and Courses

Programs and Courses in Nutrition

Administration

Campus Director
Khursheed Navder, PhD, RDN, FAND
Room 612, (212) 396-7775
knavder@hunter.cuny.edu

Silberman Campus
2180 Third Avenue (119th Street and Third Avenue, 5th floor)
New York NY 10035
http://www.hunter.cuny.edu/uph

For information, contact:
Nzinga Ajani
Silberman 5th floor
Dean's Suite
212 396 7729 -or-
http://www.hunter.cuny.edu/uph

Faculty

Faculty of School of Urban Public Health
Faculty

Hunter-Bellevue School of Nursing: Faculty
Faculty for the School of Education
Faculty of the School of Health Professions
Faculty of School of Urban Public Health
Faculty of the School of Arts and Sciences
Silberman School of Social Work Faculty

Catalog Home

Welcome to Hunter College's Online Catalog

Features of the Online Catalog

We want to make you aware of the features and tools for both current and prospective students in the new online catalog that were not previously available.

- Completely searchable by using the keyword function
- All program/course descriptions are printable.

Need another catalog?

To choose a different catalog, go to the Change Catalog drop down menu above.

To choose an archived catalog, go to the sections listed Archived Catalogs on the left hand navigation menu.

Catalogs in PDF format are available online for years after 2000 (undergraduate) and 2001 (graduate).

Archived Catalogs: 2001-2009 (PDF's)

Archived Graduate Catalogs

Follow the following links to view the archived versions of the Graduate Catalog:

- 2006 - 2009 Graduate Catalog
- 2003 - 2006 Graduate Catalog
- 2001 - 2003 Graduate Catalog

Using Archived Catalogs
These archived catalogs are stored in pdf format. To view these documents you will need the Adobe Acrobat Reader software installed. To obtain this free software please visit [http://get.adobe.com/reader/](http://get.adobe.com/reader/).

### Archived Catalogs

#### 2018-2019 Cost of Attendance

Expenses Living with Parents/Living away from Parent

*Tuition and Fees* Please refer to the [Office of the Bursar for individual program Tuition and Fees](http://www.hunter.cuny.edu/bursar/)

The Housing component of the Living Away From Parent budget is derived using average housing charges for a rental apartment in metropolitan New York, and using the assumption that the student is sharing the cost of housing with a roommate. The Personal Expenses component includes an allowance for medical expenses and/or health insurance.

Below are the estimated nine month budget for variable costs (in addition to tuition and fees) for students living at home and students living away from home.

#### STUDENTS LIVING AT HOME

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies</td>
<td>$1,364</td>
</tr>
<tr>
<td>Transportation (MetroCard)</td>
<td>$1,088</td>
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<tr>
<td>Lunch</td>
<td>$1,232</td>
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<tr>
<td>Personal Expense</td>
<td>$1,796</td>
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<tr>
<td>Room and Board</td>
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<td><strong>TOTAL VARIABLE COSTS</strong></td>
<td><strong>$9,870</strong></td>
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</tbody>
</table>

#### STUDENTS LIVING AWAY FROM HOME

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>Cost</th>
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</thead>
<tbody>
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<td>Books and Supplies</td>
<td>$1,364</td>
</tr>
<tr>
<td>Transportation (MetroCard)</td>
<td>$1,088</td>
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<tr>
<td>Lunch</td>
<td>$1,232</td>
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<tr>
<td>Food at Home</td>
<td>$2,170</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$4,387</td>
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</tbody>
</table>
Housing

$11,422

TOTAL VARIABLE COSTS $21,633

Academic Affairs and Policies

Return to School of Education

- The Office of Academic and Student Affairs (OASA)
- Changing Programs
- Degree Requirements
- Time Considerations
- Course Equivalency
- Transfer of Credit
- Permit Credit
- Field Experiences, Student Teaching and Practica: Policy and Progress
- Graduation
- New York State Certification

Academic Honesty

Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment of the source is intellectual theft and is classified as plagiarism.

It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms, or statements encountered must provide full citations in an appropriate form.

Academic Policies & Regulations

- Change of Name or Address
- Withdrawal from Courses
- Grade Definitions and Grading Policy
- Minimum GPA for Retention
Accreditation

Accreditation

Hunter College is fully accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104-2680; phone: 267-284-5000.

Hunter is approved as a degree-granting institution by the Trustees of the City University of New York and the Regents of New York State.

Academic programs with national accreditation or certification include the following:

School of Arts and Sciences programs in Biochemistry and Urban Planning are accredited by the American Society for Biochemistry and Molecular Biology and the Planning Accreditation Board, respectively.

School of Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Counsel on Rehabilitation Education (CORE), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The baccalaureate degree in nursing programs, the master's degree in nursing programs, and the Doctor of Nursing Practice program at Hunter College, CUNY, are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

Silberman School of Social Work programs are accredited by the Council on Social Work Education.

Health Professions programs are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association; the American Physical Therapy Association.

School of Urban Public Health programs in nutrition are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

Institutional memberships

Association of American Colleges & Universities (AAC&U)
American Council on Education (ACE)
American Association of State Colleges and Universities (AASCU)

Administration for the School of Education

Administration

Dean, Michael J. Middleton
Acting Senior Associate Dean, Sherryl Brown-Graves
Associate Dean, Matthew Caballero
Manager, Office of Admissions and Recruitment, Vanessa Arriola
Director, Office of Academic and Student Affairs, Melissa Boronkas
Director, Office of Clinical Experience, Ileana Infante
Director, Office of Partnership Programs, Erin Shay
Director, Institutional Research, Assessment, and Accreditation, Christopher Scott
Director, Career, Professional, and Partnership Development, Kenney Robinson
Manager, Frankfort Center for Learning and Scholarly Technologies, Kenny Hirschmann

Department Chairs

Curriculum and Teaching, Terrie Epstein
Educational Foundations and Counseling Programs, Elizabeth Cardoso
Special Education, Jennifer Samson

Website: education.hunter.cuny.edu

Administration of Hunter College of the City University of New York

President: Jennifer J. Raab, JD
Provost and Vice President for Academic Affairs: Lon S. Kaufman, PhD
Vice President for Student Affairs and Dean of Students: Eija Ayravainen, MA
Vice President for Administration (Acting): Lori Mazor, MArch, EMBA
Admitted Students Submitting Official Transcripts

Admitted students must submit official hard copies of all academic transcripts. Official transcripts will be compared to the unofficial copies submitted along with the application. In the event of discrepancies or false reporting of any information Hunter College reserves the right to change/withdraw its offer of admission.

Applicants admitted to the School of Arts & Sciences, School of Education, and School of Nursing must submit all official transcripts to:

Graduate Admissions
223 North
695 Park Ave.
New York, NY, 10065

For Applicants admitted to the School of Social Work must mail their official transcripts to:

Silberman School of Social Work
Enrollment Management 7th Floor
2180 Third Avenue
New York, NY 10035

Specific information on submitting of academic transcripts can be found at University Transcripts.

Adolescent Education Programs

Advance Certificate and Master's degree programs in Adolescent Education

- Adolescent Biology - MA / Advanced Certificate
- Adolescent Chemistry - MA / Advanced Certificate
- Adolescent Earth Science - MA / Advanced Certificate
- Adolescent Physics - MA / Advanced Certificate
Advanced Certificate and Master's degree program in specialized, non-NYS-certifying areas

- TESOL Adult Track - MA
- Blind and Visually Impaired: Orientation and Mobility - Advanced Certificate
- Applied Behavior Analysis - MS / Advanced Certificate
- Visual Impairment: Rehabilitation Teaching Only - MSED
- Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSED
- Mental Health Counseling - MSED
- Clinical Rehabilitation Counseling - MSED
- Educational Psychology - MA

Advanced Certificate programs for current teachers

- Educational Leadership: SBL/SDL - MSEd
- Early Childhood Education: Additional NYS Certification - Advanced Certificate
- TESOL Pre-K-12: NYS Certification - Advanced Certificate
- Bilingual Education Extension: NYS Teachers - Advanced Certificate
- Bilingual Education Extension: Pupil Personnel Services - Advanced Certificate
- Blind and Visually Impaired: NYS Teacher Certification - Advanced Certificate
- Gifted Education Extension - Advanced Certificate

All Bilingual and TESOL programs

- Bilingual Education Extension: NYS Teachers - Advanced Certificate
- Bilingual Education Extension: Pupil Personnel Services - Advanced Certificate
- Bilingual Early Childhood Education, Birth-Grade 2 - MSED
- Bilingual Childhood Education, Grades 1-6 - MSED
- TESOL PreK-12 - MA
- TESOL Pre-K-12: NYS Certification - Advanced Certificate
- TESOL Adult Track - MA
All Early Childhood and Childhood Programs

- Early Childhood Education: Additional NYS Certification - Advanced Certificate
- Early Childhood Education, Birth through Grade 2 - MSEd
- Childhood Education Grades 1-6 - MSEd
- Childhood Education with a Specialization in Science, Technology, Engineering and Mathematics (STEM) Professional Certificate - MSEd
- Elementary Mathematics Specialist Professional Certificate - MSEd

All Educational Psychology and Leadership Programs

Educational Psychology - MA

Educational Leadership: SBL/SDL - MSEd

Educational Leadership: SDL - Advanced Certificate

Instructional Leadership - Ed.D.

All Literacy Programs

Literacy Education: Birth - Grade 6 - MSEd

Literacy Education: Grades 5-12 - MSEd

All Special Education Programs

- Professional Certification in Special Education (Advanced Preparation) - MSEd
- Early Childhood Development and Learning: Diverse Children and Families - MSEd
- Early Childhood Development and Learning: Diverse Children and Families with Annotation in Severe/Multiple Disabilities
- Childhood Special Education: Learning Disabilities - MSEd
- Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness) - MSEd
- Childhood Special Education: Behavior Disorders - MSEd
- Childhood Special Education: Additional NYS Certification - Advanced Certificate
- Adolescent Special Education, Grades 7-12 (Generalist) - MSED
- Adolescent Special Education Grades 7-12: Additional NYS Certification - Advanced Certificate
- Deaf and Hard-of-Hearing - MSEd
- Blind and Visually Impaired - MSEd
- Blind and Visually Impaired: NYS Teacher Certification - Advanced Certificate
- Blind and Visually Impaired: Orientation and Mobility - Advanced Certificate
- Special Education: Severe and Multiple Disabilities Annotation Extension - Advanced Certificate
- Applied Behavior Analysis - MS / Advanced Certificate
Anthropology Department Description

Anthropology is the study of humanity in all its cultural and biological diversity. In the United States, the discipline traditionally includes four fields: archaeological, biological, cultural, and linguistic anthropology, although research increasingly examines questions at the borders of the fields or which span more than one field. The department maintains a commitment to a four-field approach to graduate training despite a national trend towards increasing specialization at earlier stages of graduate training. A student with a solid four-field background can readily opt to specialize, while one-field specialists are hard to retrain as generalists. Anthropology provides essential foundations and perspectives for the study of the social and natural sciences and the humanities, as well as for applied professions such as education, public health, and social work. The Anthropology curriculum emphasizes original research, scholarly writing, informed critical thinking, and the understanding of and tolerance for diverse cultures and ways of life.

We consider hands-on training in qualitative and quantitative methods to be an integral part of graduate training. The faculty is actively involved in interdisciplinary teaching, interdepartmental collaborative efforts, and individual and team research projects, including many that involve new information technologies, cultural resource management, environmental impact assessment, ethnicity and gender, regional and area studies, and economic development, to name a few. The Department is also committed to involving graduate students in ongoing faculty-supported research, and in encouraging independent student-initiated research projects.

The Master's program is tied to the evening course schedule with the majority of courses commencing after 5:00 PM, thereby offering a unique educational resource in an urban area where the majority of potential graduate students are self-supporting and hold full-time jobs.

Anthropology Faculty

Andrea Baden, Assistant Professor; PhD, Stony Brook; Primate ecology, conservation; Madagascar

Jacqueline N. Brown, Associate Professor; PhD, Stanford; Diasporic Subjectivities, Race, Space and Place, Transnationalism and the Local, Black Identities, Britain, US

Ignasi Clemente Pesudo, Assistant Professor; PhD, UCLA; Anthropology and linguistics, childhood studies; chronic illness, communication and culture in the care of disabled, chronically and terminally ill children; psychosocial approaches to pain and suffering; applied work in healthcare communication; and multimodality and corporeality

Leo Coleman, Associate Professor and Chair; PhD, Princeton; Political and Legal Anthropology, technology and culture, environment and energy politics, urbanism, infrastructure, constitutionalism, India, Scotland
Appeals Procedure for Students on Probation

1. Student appeals shall be made in writing to the dean of the appropriate school, who will forward copies to the appropriate graduate adviser. Appeals must be received no later than the first day of classes of the following semester.

2. Upon receipt of this written letter of appeal, the dean shall convene a probation appeals committee composed of representatives from the graduate programs in the appropriate school, to include the graduate adviser from the appropriate program or a comparable program representative.
3. The specifically constituted probation appeals committee shall meet to review each case and shall produce a written report stating the grounds for its decision. Copies of this report shall be sent to the student, to the dean, and to the student's file. The decision of this committee is final. If the appeal is successful, the committee shall send official notification to the registrar that the student will be retained on probation and allowed to register.

4. Student appeals which are received by the first day of classes shall be handled with dispatch in order that the student may register within the period of late registration without payment of late registration fee.

**Appeals-Grades**

When a student considers a final course grade unsatisfactory, the student should first confer with the instructor regarding the accuracy of the grade received. This conference should be held within the first three weeks of the semester following receipt of the grade. At this time, errors may be corrected. If the grade is not an error, the student and instructor must together review all course material pertinent to the grade. If the student is not satisfied, or the instructor does not confer with the student within the first three weeks of the semester, the student should promptly contact the department chair by submitting a written appeal, consisting of a statement giving the factual reasons and basis for the complaint. The student has the right to request in writing that the chair appoint a student as a member to the department/school Grade Appeals Committee. This appeal at the department/school level must be submitted within the first five weeks of the semester following receipt of the grade, in accordance with the "College-wide Grade Appeals Procedures" adopted by the Senate in fall 1985. Copies of this procedure may be obtained in the Senate Office, the Office of Student Services, or departmental offices.

Students appealing a grade to the School of Nursing or the School of Health Sciences should direct the appeal to the director of the school. Students appealing a grade to the School of Social Work should direct the appeal to the dean of the school, who shall carry out the responsibilities of the department chair.

1. **Introduction**

The university and its colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The university respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the university recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

2. **Determination of Appropriate Procedure**

If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

3. **Informal Resolution**

Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

4. **Formal Complaint**
If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a
written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the
academic dean or a senior faculty member designated by the college president. (This person will be referred to below as
the "Fact Finder.") Only students in a faculty member's class or present in another academic setting where the alleged
conduct occurred may file complaints against that faculty member.

- The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown
  for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall
  be as specific as possible in describing the conduct complained of.

- The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along
  with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that
  a faculty member must not retaliate in any way against a student for having made a complaint. If either the
  student or the faculty member has reason to believe that the department chairperson may be biased or
  otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the
  academic dean or the senior faculty member designated by the college president a written request stating the
  reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion,
  replace the department chairperson as the Fact Finder.

  o The chairperson may also submit a written request for recusal for good cause to the academic dean
    or senior faculty member designated by the college president to review such requests. If a recusal
    request is granted, a different department chairperson shall conduct the investigation, or, if no other
    chairperson is available, an administrator designated by the college president shall serve in the
    chairperson's stead. Further, the college president may re-assign investigations as necessary,
    including but not limited to situations in which a Fact Finder has not completed an investigation in
    a timely manner. In addition, during any time that no department chairperson is available to
    investigate a complaint, the college president may assign an administrator to investigate.

- The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to
discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus
ombudsman or other appropriate person to facilitate informal resolution.

- If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true
  and viewed in the light most favorable to the student, establish that the conduct complained of is clearly
  protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting
  forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief
  academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an
  investigation. The Fact Finder shall separately interview the complaining student, the faculty member and
  other persons with relevant knowledge and information and shall also consult with the chief student affairs
  officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the
  complaining student and the faculty member to others except to the extent necessary to conduct the
  investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and
  faculty member after completing the investigation in an effort to resolve the matter. The complaining student
  and the faculty member shall have the right to have a representative (including a union representative, student
  government representative or attorney) present during the initial meeting, the interview and any post-
  investigation meeting.

- In cases where there is strong preliminary evidence that a student's complaint is meritorious and that the
  student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate interim relief to
  the complaining student pending the completion of the investigation. The affected faculty member may
  appeal such interim relief to the chief academic officer.

- At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and
  recommendations, with particular focus on whether the conduct in question is protected by academic
  freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the
  chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should
  be completed within 30 calendar days of the date the complaint was filed.

5. Appeals Procedure
If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

6. Subsequent Action

Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the university and the collective bargaining agreement between the university and the Professional Staff Congress.

7. Campus Implementation

Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college Web site.

Application Fee

A $75 application fee is required of all applicants. Applications submitted without the fee cannot be processed. You can pay your application fee via credit card online when you are ready to submit your online application form or you can mail a check or money order to the Bursar's Office. Please make checks or money orders payable to Hunter College. If a check is written for you by someone else, be sure your name appears on the face of the check. Those currently attending Hunter as graduate non-degree students who are applying for degree status need not pay this fee. As the application fee is devoted to the administrative cost of processing all applications, it is not refundable under any circumstances, regardless of the outcome, the date of filing, the time of review and final decision, or, if for whatever reason, the application is withdrawn.

Applying

Applicants may apply to only one program for any given semester; please decide which of our programs is the most appropriate before filing the application. The deadline for applications varies by program. The earliest deadlines are January 15 for fall admission and September 1 for spring admission. Applicants are responsible for submitting their application and supporting application materials by the deadline for their desired graduate program.

Applying for admission to a graduate program at Hunter College is a fully online process. Hunter College offers a web-based application for graduate degree admission which can be accessed at: http://app.applyyourself.com/?id=Hunter-G. Applicants are required to complete the core application form, upload a statement of purpose, upload scanned/electronic transcripts from all undergraduate and graduate institutions previously attended, and complete any program-specific supplemental forms. Required letters of recommendation must be submitted online by the recommenders through the online application system. (application requirements)
Applying: Additional Materials

Applicants to some graduate programs may be asked for additional materials and may be interviewed by a member of the program to which the application is made.

Approval of Credit from Nonmatriculant to Matriculant Status

Approval will automatically be granted for courses taken in support of the degree if the grades received are B or higher. Approval is not automatic for courses in which the grade received is less than B, nor for courses not required for the degree. To have such a course considered for approval, the student must submit a credit approval form, which may be obtained in the Office of Graduate Admissions. Note: Grades in courses taken as a nonmatriculant at Hunter will be calculated into the student's grade point average (GPA) whether approved toward the degree or not.

Art and Art History Department Description

The Hunter College Department of Art & Art History offers two distinguished master's programs, an MA in art history and an MFA in creative art. The department boasts world renowned faculty in art history and studio art.

Hunter is situated within walking distance of a range of resources unsurpassed anywhere for the study of art history: outstanding museums, galleries and specialized research libraries. The Art History - MA, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

In New York, as nowhere else, the Studio Art - MFA student has access to the changing ideas and forms of contemporary art. This is crucial to the achievement of the goal of the MFA program: to develop professional artists capable of continued growth once they leave the relatively structured university environment. The program is designed to offer broad training for the artist in the development of critical and analytical visual thinking as it relates to their work. Students are encouraged to develop their own art through constant peer contact in the studios, individual work with faculty tutors, critical seminars focusing on student work, and classes in the theory and history of art. Electives in a range of studio practices broaden student experience and are also required. In addition, many artists, curators, critics and historians are invited to meet with students.

Art and Art History Faculty

Drew Beattie, Distinguished Lecturer; MFA Boston Museum School of Fine Arts

Andrea Blum, Professor and Associate Chair for Studio Art; MFA, Art Institute of Chicago
Daniel Bozhkov, Associate Professor; MFA Hunter

A.K. Burns, Distinguished Lecturer; MFA Bard

Joel Carreiro, Professor; MFA, Hunter

Susan Crile, Professor; BA, Bennington

Lisa Corinne Davis, Professor; MFA, Hunter

Constance De Jong, Distinguished Lecturer; MA Hunter

Valerie Jaudon, Professor; St. Martins School of Art, London

Reiner Leist, Professor; MFA School of Visual Arts

Jeffrey Mongrain, Distinguished Professor; MFA Southern Illinois

Carrie Moyer, Professor and MFA Program Director; MFA Bard

Paul Ramirez Jonas, Associate Professor; MFA, Rhode Island School of Design

Juan Sánchez, Professor; MFA, Rutgers

Alexandro Segade, Distinguished Lecturer; MFA UCLA

Nari Ward, Professor; MFA, Brooklyn

Thomas Weaver, Professor; MFA, Hunter

Brian Wood, Professor; MA, Hunter

History and Criticism

Nebahat Avcioglu, Associate Professor; PhD Cambridge, Art and Architecture of the Islamic World

Emily Braun, Distinguished Professor; PhD, NYU; 20th-century Art

Wen-Shing Chou, Assistant Professor; PhD UC Berkeley, Asian Art

Susanna Cole, Distinguished Lecturer; PhD Columbia, 19th Century European Art

Thierry de Duve, Kossak Professor and Distinguished Lecturer; PhD Ecole des Hautes Etudes en Sciences Sociales, Paris, 19th and 20th Century Art and Theory

Hendrik W. Dey, Professor; PhD, Michigan, Ancient Art, Architecture, and Archaeology

Cynthia Hahn, Professor; PhD Johns Hopkins, Medieval Art

Lynda Klich, Assistant Professor; PhD Institute of Fine Arts, NYU, Latin American Art

Michael Lobel, Professor; PhD Yale, American Art

Maria Loh, Professor; PhD Toronto, Renaissance Art and Theory

Harper Montgomery, Assistant Professor; PhD University of Chicago, Latin American Art
Facilities

The department functions in two main Manhattan locations, the main campus at 68th Street and Lexington Avenue and the MFA Studio Building at 205 Hudson Street in Tribeca. The main campus at 68th Street houses the administration, the Leubsdorf Art Gallery, and the Zabar Art Library with extensive databases including Artstor, a digital source of over one million images in the arts and humanities. It also houses fully equipped workshops on the 11th floor in photography, graphics (printmaking), metal, wood and plaster, as well as a computer lab and painting and drawing studios. The basement of Thomas Hunter Hall, the adjacent building, houses the clay workshop. The MFA Building is a large, unique facility that plays a significant role in the life of the college and, indeed, the city as a whole. It has studio space for up to 150 students and a 5,000 square foot gallery. The building houses a number of workshops and labs including photography, wood, metal, printmaking and ceramics studios, as well as digital audio and video production labs.

Galleries

The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, houses professionally organized exhibits that support the educational programs of the Department of Art & Art History at Hunter College. The gallery at 205 Hudson Street is home to each semester's MFA theses exhibitions and other exhibitions supporting the department's educational mission. Students in both the MA and MFA programs have opportunities to make curatorial and research contributions to shows mounted at the Hunter College Galleries. The Department and its students are also involved with the Artist's Institute, located in a townhouse on East 65th Street, and with the Hunter East Harlem Gallery, on 119th Street and Third Avenue.

Assembly Hall

Hunter North Lobby

The Assembly Hall is Hunter's largest performance venue. With a seating capacity of 2,079, the hall hosts performances by the Hunter College Symphony, concerts, meetings, forums and a variety of other events. Anyone
interested in reserving the Assembly Hall for an event should contact the Office of Central Reservations at (212) 396-6902.

**Auditoriums**

**Hunter College 68th Street Campus**

The Hunter College Assembly Hall seats 2,171 and is suitable for concerts, lectures, films, commencements, and a variety of programming. For information call (212) 396-6902.

The **Kaye Playhouse** seats 624 and has full stage facilities and an orchestra pit for theatrical and operatic productions, recitals, lectures, chamber music and dance performances. For information, call (212) 772-4471 or visit the Kaye Playhouse website.

The **Ida K. Lang Recital Hall** has 149 seats and is used for a variety of musical performances by Hunter students, faculty, and other artists. The hall is equipped with a multimedia projection system and surround sound. For further information, call (212) 772-4227.

The **Frederick Loewe Theatre**, a variable space which seats up to 100 people, is the production center for the Department of Theatre and for the Hunter Theatre Project. For further information, contact the theatre department at (212) 772-5149.

The **Peggy**, a newly renovated dance studio, with a capacity of 75. One of the rehearsal studio's used for the Dance Department.

The **Blackbox** (room N543) is used for classes, shows, screenings, and events for the Film and Media Division.

**Brecher Hall** (room N635) is the primary rehearsal space for the Music Department at Hunter College. This room has a planned renovation to improve existing acoustics, furnishings and mechanical systems. To accommodate both orchestral and choral rehearsal of varying sizes, flexible seating on risers can be arranged to seat as many as 133 musicians.

In addition to new audio recording and playback equipment, acoustic improvements will include custom perforated wood ceiling panels and retractable wall curtains for sound attenuation.

**Hunter College Brookdale Campus**

The **Auditorium** at the Brookdale Center seats 848. It is used for meetings, lectures, concerts, and dramatic performances. Call Central Reservations for further information (212) 396-6902.

The Brookdale Campus **Rotunda** is a spacious circular room with an abundance of natural light. Situated near the front of the auditorium, with the capacity to accommodate around 800 people, the rotunda can act as a pre-theater reception area, cocktail space, book signing location, or scenic gathering spot. Call Central Reservations for further information (212) 396-6902.

**Hunter College Campus Schools**
The Auditorium at the Hunter College Campus School is a great location for any theatrical production or ceremony. A sunken stage nestled among a 450 stadium chairs creates an intimate feeling between the person on stage and those in the audience. The auditorium is fully equipped with audio-visual equipment, as well as a piano. Call Central Reservations for further information (212) 396-6902.

The Silberman School of Social Work

The Harold Lewis Auditorium at the School of Social Work seats 157. It is suitable for lectures, meetings and a variety of events. For further information, call Central Reservations at (212) 396-6902.

Autism Research Policy and Practice (HARPP) Center

The HARPP Center works to support the needs of children in public and private New York City schools, as well as adults who have autism spectrum disorder, by training intervention professionals, conducting and disseminating research, and creating outreach programs that serve a cross section of individuals affected by autism spectrum disorder. The HARPP Center aims to formulate a comprehensive and dedicated effort to support this special and deserving population of NYC children, adults, and their families.

Biochemistry Faculty

Return to Biochemistry

Biological Sciences

Jesus Angulo, Professor; PhD CUNY; Addictive drugs and neurochemistry of the synapse

Jill Bargonetti-Chavarria, Professor; PhD NYU; Dysfunctional MDM2 and p53 signaling in human breast cancer and C. elegans tumor models

Derrick Brazill, Professor and Chair, Biological Sciences; PhD California (Berkeley); Mechanisms of cell density sensing in eukaryotes

Robert Dottin, Professor; PhD, Toronto; Genomics, research collaboration and educational technology

Laurel Eckhardt, Marie L. Hesselbach Professor; PhD, Stanford; Molecular immunology

Maria Figueiredo-Pereira, Professor; PhD, NYU; The ubiquitin/proteasome pathway in neurodegeneration and neuroinflammation

Benjamin Ortiz, Professor and Deputy Chair, Biology; PhD Stanford; Gene regulation and genetic engineering of T cells;

Thomas Schmidt-Glenewinkel, Associate Professor; Dr Phil Nat, Frankfurt (Germany); Biochemistry and molecular biology of neurotransmitter receptors and ion channels in Drosophila melanogaster
Diana Bratu, Associate Professor; PhD NYU; Role of RNAi in RNA localization in fruit flies

Paul G. Feinstein, Associate Professor; PhD Columbia; Genetics and neurodevelopment in the mouse

Mitchell Goldfarb, Professor; PhD MIT; Molecular neuroscience: Fibroblast growth factor-homologous factors (FHFs): Roles in neural excitability, communication, memory, sensory and motor pathways, epileptic syndromes, and cardiac arrhythmia

Diego Loayza, Associate Professor; PhD Johns Hopkins; Relationship between shelterin, POT1 and telomerase in human cells

Carmen Melendez-Vasquez, Associate Professor; PhD London University-England; Actomyosin regulation and mechanism of myelin formation

Olorunseun Ogunwobi, Associate Professor; PhD University of East Anglia, UK; Mechanisms of metastasis of solid organ cancers

Jayne Raper, Professor; PhD University of Cambridge, England; Trypanosome lytic factors, antimicrobial high density lipoproteins and their role in innate immunity

Chemistry

Spiro D. Alexandratos, Professor, Chemistry, PhD University California at Berkeley; Polymer Chemistry

Adam Braunschweig, Associate Professor, Chemistry, PhD California at Los Angeles; Organic Chemistry, Nanoscience, Materials Chemistry

Lynn Francesconi, Professor, Chemistry, PhD Illinois at Urbana-Champaign; Inorganic Chemistry, Radiochemistry

Dixie J. Goss, Gertrude B. Elion Professor, Chemistry, PhD Nebraska, Biophysical Chemistry

Nancy L. Greenbaum, Professor, Chemistry, PhD Pennsylvania; Biochemistry

Wayne W. Harding, Associate Professor, Chemistry, PhD University of the West Indies, Mona; Medicinal Chemistry, Organic Chemistry

Mandë Holford, Associate Professor, Chemistry, PhD Rockefeller; Chemical Biology

Akira Kawamura, Associate Professor, Chemistry, PhD Columbia; Bioorganic Chemistry, Genomics, Natural Products

Frida Kleiman, Professor, Chemistry, PhD National University of Córdoba, (Argentina); Biochemistry, Cancer Research

Louis J. Massa, Professor, Chemistry; PhD Georgetown; Computational & Theoretical Chemistry

Hiroshi Matsui, Professor, Chemistry; PhD Purdue; Bionanotechnology, Nanotechnology, Biomaterials

David R. Mootoo, Professor, Chemistry; PhD Maryland; Organic Chemistry

Rein Ulijn, Professor, Chemistry, PhD University of Strathclyde (UK); Molecular Systems, Bionanotechnology, Biocatalysis, Adaptive Materials

Yujia Xu, Associate Professor, Chemistry, PhD Connecticut, Biophysical Chemistry, Biomaterials

Brian M. Zeglis, Assistant Professor, Chemistry, PhD California Institute of Technology; Radiopharmaceuticals
Biological Sciences Department Description

The Department of Biological Sciences has graduate and post-graduate research programs in molecular and cell biology, cancer biology, molecular and developmental genetics, and molecular neuroscience. Students may obtain the MA from Hunter College and/or the PhD jointly from Hunter College and the City University Graduate Center. The doctoral program is designed to prepare students to cope with the radical changes in direction and experimental approaches that will characterize future developments in biology, as well as to train highly qualified research scientists who are fully equipped to teach and to direct research in a wide variety of university and industry programs in the biological sciences.

Faculty of the department are pursuing projects in the forefront of modern research. In addition to the individual research laboratories, a number of shared facilities are housed in the department. They include transmission and scanning electron microscopes, a sequencing and synthesis facility equipped with a DNA synthesizer, a peptide synthesizer, a gasphase sequencer, DNA sequencer and advanced HPLC and data processing equipment, a bioimaging facility, a fluorescence-activated cell sorter and a biopreparation facility. Several facilities are available through the chemistry department, including X-ray diffraction, NMR, mass spectroscopy and biomolecular computation. Shared modern animal facilities are also available.

Biological Sciences Faculty

Adrienne Alaie, Assistant Professor; BA Bennington, PhD CUNY; Science Education

Jesus Angulo, Professor; BA, MA Hunter, PhD CUNY; Addictive drugs and neurochemistry of the synapse

Jill Bargonetti-Chavarria, Professor; BA SUNY at Purchase, PhD NYU; Dysfunctional MDM2 and p53 Signaling in Human Breast Cancer and C. elegans tumor models

Diana Bratu, Associate Professor; BA, MS, PhD NYU School of Medicine; Role of RNAi in RNA localization in fruit flies

Derrick Brazill, Professor and Chair; BS Stanford, PhD California at Berkeley; Mechanisms of cell density sensing in eukaryotes

Robert P. Dottin, Professor; BS, MS, PhD; University of Toronto; Genomics, research collaboration and educational technology

Laurel A. Eckhardt, Marie Hesselbach Professor; BA Texas at Austin, PhD Stanford; Molecular immunology

Paul G. Feinstein, Associate Professor; BA Penn, PhD Columbia College of Physicians and Surgeons; Genetics and neurodevelopment in the mouse
Maria Figueiredo-Pereira, Professor; BSc, MSc, University of Lisbon, Portugal, PhD, NYU; The ubiquitin/proteasome pathway in neurodegeneration and neuroinflammation

David A. Foster, Rosalyn S. Yalow Professor; BA California at Berkeley, MA, PhD Columbia; Oncogenes and signal transduction

Allyson K. Friedman, Assistant Professor; BA Barnard College, PhD Mount Sinai School of Medicine; Cellular mechanisms and neural circuitry of motivated behaviors

Mitchell Goldfarb, Professor; BS, PhD MIT; Molecular neuroscience: Fibroblast growth factor-homologous factors (FHFs): Roles in neural excitability, communication, memory, sensory and motor pathways, epileptic syndromes, and cardiac arrhythmia

Janette Gomos-Klein, Doctoral Lecturer; BS Ohio State, PhD CUNY; Science Education

Lon Seth Kaufman, Professor and Provost; BA Queens, PhD SUNY at Stonybrook

Konstantinos Krampis, Associate Professor; BS, MS University of Athens, PhD Virginia Tech; Bioinformatics infrastructures for genomic sequencing data analytics

Ekaterina Likhtik, Assistant Professor; BA Barnard, PhD Rutgers University; Circuit physiology of learning

Diego Loayza, Associate Professor; BS University of Geneva, MA Princeton, PhD Johns Hopkins; Relationship between shelterin, POT1 and telomerase in human cells

Carmen Melendez-Vasquez, Associate Professor; BSc Universidad Central de Venezuela, MSc Instituto Venezolano de Investigaciones Científicas, PhD London University, England; Actomyosin regulation and mechanism of myelin formation

Olorunseun Ogunwobi, Associate Professor; Bachelor of Medicine, Bachelor of Surgery University of Ibadan, Nigeria, MS University of Hull, MS University of Florida, PhD University of East Anglia, UK; Mechanisms of metastasis of solid organ cancers

Benjamin Ortiz, Professor and Deputy Chair; BA Hunter, PhD Stanford; Gene regulation and genetic engineering of T cells

Weigang Qiu, Professor; BSc, Biochemistry, Fudan University, China, PhD SUNY at Stony Brook; Evolutionary bioinformatics and population genetics of bacterial diversity

Jayne Raper, Professor; BSc University of Newcastle upon Tyne, PhD University of Cambridge, England; Trypanosome lytic factors, antimicrobial high density lipoproteins and their role in innate immunity

Shirley Raps, Professor; BS Brooklyn, PhD Illinois; Cyanobacterial plasmids, microcystins and phycobilisomes, and science education

Patricia Rockwell, Professor; BSc Gwynedd Mercy, MSc Wright State, PhD CUNY; Signal transduction and gene expression associated with Alzheimer's disease

Thomas Schmidt-Glenewinkel, Associate Professor; BSc, PhD University of Frankfurt; Biochemistry and molecular biology of neurotransmitter receptors and ion channels in Drosophila melanogaster

Samantha Sheppard-Lahiji, Doctoral Lecturer; BS John Jay, PhD CUNY: Science Education

Hualin Zhong, Assistant Professor; BA Nanjing University, MS Shanghai Institute of Biochemistry, PhD Rutgers; Role of nuclear pore complexes (NPCs) in regulating essential cellular events
Biological Sciences: Basic concentration - BA

The basic major is for students who intend to prepare for graduate study, medicine, dentistry, secondary school teaching, biotechnology and industry. Students planning to pursue the biology major are strongly encouraged to declare their major as soon as possible. Declared majors are assigned a permanent faculty advisor who will assist in individual curriculum planning. Students are required to meet with their adviser at least once each semester throughout their undergraduate career to discuss their program and progress.

Hunter Core Requirement

Several courses within this major may fulfill parts of the Hunter Core Requirement (CUNY Common Core [CCCR], Concurrent Requirements). When selecting courses, it may be to a student's advantage to choose courses that count toward the Hunter Core Requirement and also advance the student on the path to the major. Details on the Hunter Core Requirement can be found here: Hunter Core Requirement. In the case of the Biology major: Basic Concentration, the courses that meet CCCR are:

- BIOL 10000 (STEM) - Principles of Biology I - Life and Physical Sciences (LPS) and Scientific World (SW)
- BIOL 10200 (STEM) - Principles of Biology II - Life and Physical Sciences and Scientific World
- Please note that no more than two courses from any one department will count for the CUNY Common Core Requirement.

Major (67-83 credits)

This major consists of 9 credits of introductory biology (BIOL 10000 (STEM)-BIOL 10200 (STEM)) and a 24.5-credit concentration in biology at the 20000-level and higher. The biology concentration consists of a 13.5-credit core—BIOL 20300, BIOL 30000, BIOL 30300—and 11 credits of electives. Together, introductory biology and the concentration (33.5 credits) satisfy the major requirement for certification as a teacher of biology in grades 7-12. Additional science and math requirements for Major I are listed below.

Based on placement exams or transferred courses, students may place into some more advanced Mathematics and Statistics courses without taking Hunter College prerequisites. See the Mathematics and Statistics department for details.

Math Sequence (3-17 credits)

- MATH 10100 - Algebra for College Students * -or- MATH 101EN Algebra for College Students - Enhanced*
- MATH 10150 - Mastery of Symbolic Computation *
- MATH 12400 (STEM) - College Algebra and Trigonometry * -or- MATH 12500 (STEM) Precalculus* - or- MATH 12550 (STEM) Precalculus with Workshop*
- MATH 14000 - Mathematical Reasoning Workshop * unless students earn a grade of B- or above in MATH 12550 (STEM)
- MATH 15000 (STEM) - Calculus I *
- MATH 15500 (STEM) - Calculus II * -or- MATH 15200 (STEM) Calculus for Life and Social Sciences*
- STAT 21300 (STEM) - Introduction to Applied Statistics *
A. Introductory Biology (9 credits)

- BIOL 10000 (STEM) - Principles of Biology I
- BIOL 10200 (STEM) - Principles of Biology II

B. 200-level and higher Concentration in Biology and Additional Courses (55-57 credits)

1. Required Courses (44-46 credits)

- BIOL 20300 - Molecular Biology and Genetics
- BIOL 30000 - Biological Chemistry
- BIOL 30300 - Cell Biology
- CHEM 10200 (STEM) - General Chemistry I *
- CHEM 10400 (STEM) - General Chemistry II *
- CHEM 10600 (STEM) - General Chemistry Laboratory *
- CHEM 22200 - Organic Chemistry Lecture I *
- CHEM 22300 - Organic Chemistry Laboratory I *
- CHEM 22400 - Organic Chemistry Lecture II *
- PHYS 11000 (STEM) - General Physics: Introductory Course in Mechanics, Heat, and Sound *
- PHYS 12000 (STEM) - General Physics: Introductory Course in Electricity and Magnetism, Light, and Atomic Physics * -or- PHYS 11100 (STEM) General Physics: Introductory Course in Mechanics, Heat, and Sound* *
- PHYS 12100 (STEM) - General Physics: Introductory Course in Electricity and Magnetism, Light, and Atomic Physics *
- *These courses may be counted for credit in more than one program.

2. Electives (11 credits)

Students select the remainder of their credits toward the Biology Major from advanced courses in the biological sciences so as to create a core area of study. Eleven credits are required to complete the major. A minimum of two elective lecture courses must be taken, with at least one course at the 30000 level or higher, in addition to BIOL 30000 and BIOL 30300, for a minimum of six credits. For the remaining elective credits, at least one special-topics course must be taken (BIOL 47000 or BIOL 47100 or BIOL 79000; various topics offered each semester) in addition to other lecture or research courses. There are some BIOL courses that do not count as electives towards the Biology Major (e.g. BIOL 12000, BIOL 12200 and BIOL 23000). Please read the course descriptions carefully to identify those courses. If you have any questions about which courses can be used as major electives, please speak to your Biology department advisor. Students with strong interdisciplinary interests may select advanced course offerings in other departments after approval by their adviser. Four credits of laboratory research are recommended and can count towards the total elective credits either from a laboratory elective course or from research within an approved research laboratory. Laboratory research credits are taken as a BIOL 48000 research course for a maximum of two credits per semester and require a written report or presentation of work required for completion of course. Laboratory research credits can also be obtained from BIOL 61000. Together, introductory biology and the concentration (64.5 credits) satisfy the major requirement for certification as a teacher of biology in grades 7-12.
Note(s)

*We recommend that math, physics and chemistry courses be completed as early as the student’s schedule allows. Note that CHEM 22200 and CHEM 22300 must be taken prior to BIOL 30000; otherwise, instructor permission is required. Students who are behind in the chemistry sequence are urged to take advantage of the summer session, during which these chemistry courses are usually offered.

Biological Sciences: Graduate Advisers

Return to Biological Sciences

Master’s Graduate Adviser for Matriculated Students:

Thomas Schmidt-Glenwinkel
839 North
(212) 772-5027
thomas@genectr.hunter.cuny.edu

Olorunseun Ogunwobi
426 Belfer
212-896-0447
ogunwobi@genectr.hunter.cuny.edu

Biological Science Adviser for
BA/MA Biotechnology Students:

Patricia Rockwell
932 North
(212) 650-3234
rockwell@genectr.hunter.cuny.edu

Biological Science Adviser for PhD Students:

Patricia Rockwell
932 North
(212) 650-3234
rockwell@genectr.hunter.cuny.edu

Education Adviser:

Stephen Demeo
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Board of Trustees

- Rules and Regulations for the Maintenance of Public Order: Introduction
The City University of New York

Rules and Regulations for the Maintenance of Public Order
Pursuant to Article 129-A of the Education Law

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Trustees.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board provide that:

"THE PRESIDENT. The president, with respect to his education unit, shall:

1. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;
2. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of any of its committees and the policies, programs, and lawful resolutions of the several faculties;
3. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit."

I. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.
3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.

4. Theft from, or damage to, University/college premises of property, or theft of or damage to property of any person on University/college premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsions, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be
required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to ejection and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive Rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

Appendix

Sanctions Defined:

1. ADMONITION. An oral statement to the offender that he has violated university rules.

2. WARNING. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

3. CENSURE. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

4. DISCIPLINARY PROBATION. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

5. RESTITUTION. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

6. SUSPENSION. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

7. EXPULSION. Termination of student status for an indefinite period. The conditions for readmission, if any is permitted, shall be stated in the order of expulsion.

8. COMPLAINT TO CIVIL AUTHORITIES.

9. EJECTION.


Bookstore

Hunter College is pleased to announce our innovative online and in-store bookstore program with the new Hunter College Online Bookstore, and Shakespeare & Co., the official brick and mortar bookstore for Hunter College through a partnership with Akademos.
Hunter is proud of the important flexibility it provides our students as they determine the best venues from which to attain their textbooks and other academic materials for the lowest cost. Students can purchase or rent books and course materials online from the Hunter College Online Bookstore or in-store from Shakespeare & Co., located at 939 Lexington Avenue across from the Hunter campus.

**Brookdale Center for Healthy Aging at Hunter College**

Brookdale Center for Healthy Aging  
Hunter College/CUNY  
2180 Third Avenue, 8th Floor  
New York, NY 10035

Executive Director: Ruth Finkelstein, Professor; ScD, John Hopkins University  
rf1132@hunter.cuny.edu  
http://www.brookdale.org

The Brookdale Center for Healthy Aging, located in East Harlem, is dedicated to improving the lives of older adults through research, professional development and advancements in policy and practice. We work to ensure that aging is framed not as a disease, but as another stage in the life course.

Founded in 1974 by Dr. Rose Dobrof, Brookdale was one of the country's first academic gerontology centers with a focus on social gerontology and elder law. The Sadin Institute for Law and Public Policy, a Brookdale program, was created in 1977 by Samuel Sadin to train law students and provide continuing legal education to elder law practitioners. Over the decades, Brookdale has supported generations of professionals and paraprofessionals committed to improving the lives of older adults while nurturing legal and policy experts in aging equity.

Today, under the guidance of Executive Director Dr. Ruth Finkelstein, Brookdale works with community, academic and governmental partners to ensure that New York City is a great place to grow old. Our work crosses disciplines with a focus on community-based participatory research and the development and evaluation of new policy and practice solutions. We communicate what we learn to the people with the power to transform the lives of older adults: policymakers and our colleagues in the field of aging.

Hunter undergraduate and graduate students have gained experience through internships and practica at Brookdale. Our project areas include work and aging, HIV and aging, sexuality and gender diversity, financial exploitation, housing and urban environments, arts and aging, and cumulative disadvantage.

**Bursar’s Office**

The bursar's office collects all tuition and fees in accordance with CUNY policies and procedures set forth by the Federal, State and City Governments.

**Method of Payment for Tuition and Fees**

Students may pay for tuition and fees see Tuition and Fees by cash, check, or money order in person at the cashier windows; through the mail using a money order or check. All checks and money orders must be made payable to Hunter College in U.S. currency only and mailed to the Bursar's Office, 238N. The college will only accept payments of cash, checks and money orders at the Bursar Office cashier windows. Students can make payments online using an electronic funds transfer from their bank checking/savings account. Effective as of March 13, 2016, all Credit and Debit Card transactions are processed via the University's Payment Plan. The Payment Plan provides students and their families the option of paying their tuition and fees over a period of up to six months. This flexibility enables everyone
to reduce the burden of paying all tuition and fees prior to the start of the academic term. This deferred payment plan continues to be an interest free benefit for students and their families.

Effective with the Summer 2016 semester, the Enrollment Fee for the payment plan will be $95 per term. For students and their families who opt for direct withdrawals from their bank accounts, a discount will be provided which will lower the Enrollment Fee to $40 per term.

Additional details concerning payment options are available online at http://www.hunter.cuny.edu/bursar.

Financial Obligations

Students are expected to settle their bill by the college designated due dates. Pursuant to CUNY policy, students who have unsettled bills by the term start date may be subject to cancellation for non-payment. Student accounts that remain unpaid for one semester or more are turned over to the university's collection agency. Students who have a negative service indicator (stop) for unpaid balances will not be permitted to register for classes or obtain a transcript.

Bylaws of the Board of Trustees

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ARTICLE XV: STUDENTS

SECTION 15.0 PREAMBLE
Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination, as set forth in the university's non-discrimination policy.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

SECTION 15.1. CONDUCT STANDARD DEFINED

Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey (1) the laws of the city, state and nation; (2) the bylaws and resolutions of the board, including the rules and regulations for the maintenance of public order pursuant to article 129-a of the education law ("Henderson rules"); and (3) the governance plan, policies, regulations, and orders of the college.

Such laws, bylaws, resolutions, policies, rules, regulations and orders shall, of course, be limited by the right of students to the freedoms of speech, press, assembly and petition as construed by the courts.

SECTION 15.2. STUDENT ORGANIZATIONS

a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the chief student affairs officer of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

The board recognizes that students have rights to free expression and association. At the same time, the board strongly believes that respect for all members of the university's diverse community is an essential attribute of a great university.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint.

c. 1. Any person or organization affiliated with the college may file a complaint with the chief student affairs officer if there is reason to believe that a student organization has violated any of the standards of conduct set forth in section 15.1 above. The chief student affairs officer shall promptly notify the affected organization, investigate any complaint and report the results of that investigation along with a recommendation for appropriate action to the complainant and the student government which shall take action as it deems appropriate, except that in the case of a complaint against the student government itself, the chief student affairs officer shall report the results of the investigation and the recommendation for appropriate action directly to the president.
2. The complainant or any student organization adversely affected by the action of the student government pursuant to subparagraph c (1) above may appeal to the president. The president may take such action as he or she deems appropriate and such action shall be final.

d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda. Decisions of the student elections review committee may be appealed to the college president, whose decision shall be final. An appeal from the decision of the student elections review committee must be made in writing to the President within ten (10) calendar days of the decision. The President shall consult with the student elections review committee and render a decision as expeditiously as possible which may affirm, reverse, or modify the decision of the student elections review committee.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

SECTION 15.3. THE UNIVERSITY STUDENT SENATE

There shall be a university student senate responsible, subject to the board of trustees, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

SECTION 15.4. STUDENT DISCIPLINARY PROCEDURES

Complaint Procedures:

a. A University student, employee, visitor, organization or department who/which believes she/he/it is the victim of a student's misconduct (hereinafter "complainant") may make a charge, accusation, or allegation against a student (hereinafter "respondent") which if proved, may subject the respondent to disciplinary action. Such charge, accusation, or allegation must be communicated to the chief student affairs officer of the college the respondent attends.

b. The chief student affairs officer of the college or her or his designee shall conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or her or his designee shall advise the respondent of the allegation against her or him, explain to the respondent and the complainant their rights, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. The preliminary investigation shall be concluded within thirty (30) calendar days of the filing of the complaint, unless: (i) said complaint involves two or more complainants or respondents; or (ii) said complaint involves a matter that is also under investigation by law enforcement authorities. In those cases, the preliminary investigation shall be completed within sixty (60) calendar days. Further, if the matter has been previously investigated pursuant to the Board of Trustees Policy on Sexual Misconduct, the chief student affairs officer shall dispense with a preliminary investigation and rely on the report completed by the Title IX Coordinator. Following the completion of the preliminary investigation, the chief student affairs officer or designee shall take one of the following actions:

(i) Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary action. The individuals involved shall be notified that the complaint has been dismissed;

(ii) Refer the matter to mediation (except in cases involving allegations of sexual assault, stalking or other forms of sexual violence); or

(iii) Prefer formal disciplinary charges.
c. In the event that a respondent withdraws from the college after a charge, accusation or allegation against a respondent has been made, and the college prefers formal disciplinary charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made or the charges are otherwise resolved. If the respondent fails to appear the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding.

**Mediation Conference:**

d. The college may offer the respondent and the complainant the opportunity to participate in a mediation conference prior to the time the disciplinary hearing takes place in an effort to resolve the matter by mutual agreement (except in cases involving sexual assault, stalking and other forms of sexual violence). The conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort shall be made to resolve the matter by mutual agreement.

2. If an agreement is reached, the faculty or staff member conducting the conference shall report her/his recommendation to the chief student affairs officer for approval and, if approved, the complainant and the respondent shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.

3. If no agreement is reached within a reasonable time, or if the respondent fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges.

4. The faculty or staff member conducting the mediation conference is precluded from testifying at a college hearing regarding information received during the mediation conference, or presenting the case on behalf of the college.

**Notice of Hearing and Charges, and Pre-Hearing Document Inspection:**

e. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered to the respondent, or sent by certified or overnight mail and email to the respondent's CUNY-assigned email address. Notice shall also be sent in a similar manner to the complainant to the extent the charges relate to her/him/it. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment as of right. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the faculty-student disciplinary committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed in absentia, and any decision and sanction shall be binding.

f. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the respondent including the rule, bylaw or regulation she/he is charged with violating, and the possible penalties for such violation.

2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:

   - to present their side of the story;
   - to present witnesses and evidence on their behalf;
   - to cross-examine witnesses presenting evidence;
   - to remain silent without assumption of guilt; and
• to be represented by an advisor or legal counsel at their expense; if the respondent or the complainant request it, the college shall assist in finding a legal counsel or advisor.

3. A warning that anything the respondent says may be used against her/him at a non-college hearing.

4. At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review any documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by Family Education Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during, or some time prior to, the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the respondent submits documentary evidence, the chairperson may, at the request of either the college or the complainant, direct the respondent to produce such other documents as may be necessary in the interest of fairness.

Emergency Suspension:

g. The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing as provided in this bylaw section 15.4. to take place within not more than twelve (12) calendar days, unless the student requests an adjournment. Such suspension shall be for conduct which impedes, obstructs, impairs or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. Prior to the commencement of a temporary suspension of a student, the college shall give the student oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges against her/him and, if she/he denies them, the college shall forthwith give the student an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter. The complainant shall be notified in the event that an emergency suspension is imposed against a student, and/or when the suspension is subsequently lifted to the extent that the suspension involves the complainant in the same manner notice is given to the student.

Faculty-Student Disciplinary Committee Structure:

h. Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

i. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.

j. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO's. The student members shall be selected by lot from a
panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than four (4) consecutive years. Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the president shall designate one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained, and who shall constitute the faculty-student disciplinary committee in all such cases.

k. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.

l. Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.

m. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Faculty-Student Disciplinary Committee Procedures:

n. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the respondent of the charges, the hearing procedures and her or his rights.

2. All faculty student disciplinary committee hearings are closed hearings, but the respondent has the right to request an open public hearing. However, the chairperson has the right to deny the request and hold a closed hearing when an open public hearing would adversely affect and be disruptive to the committee's normal operations, or when the complainant in a case involving allegations of sexual assault, stalking, or other forms of sexual violence requests a closed hearing. In the event of an open hearing, the respondent must sign a written waiver acknowledging that those present will hear the evidence introduced at the hearing.

3. After informing the respondent of the charges, the hearing procedures, and her or his rights, the chairperson shall ask the respondent to respond. If the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the committee and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the respondent may move to dismiss the charges. If the motion is denied by the committee, the respondent shall be given an opportunity to present her or his defense.

4. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may rule on the admissibility of the evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. In addition, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.

5. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. The college must assign a staff member for each hearing, with the sole responsibility of ensuring that the hearing is recorded in its entirety. No other recording of the proceedings may be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's representative or attorney. In the event of an appeal, both the respondent and the complainant are entitled upon request
to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their representatives or attorneys.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination. In the event the respondent is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.

8. The college, the respondent and the complainant are permitted to have lawyers or other representatives act on their behalf during the pendency of a disciplinary action, which shall include the calling and examining of witnesses, and presenting other evidence. Any party intending to appear with an attorney shall give the other party 5 (five) calendar days' notice of such representation.

9. The chairperson of the faculty-student disciplinary committee retains discretion to limit the number of witnesses and the time of testimony for the presentations by any party and/or their representative.

10. In the event that the respondent is charged with a sexual assault, stalking or other forms of sexual violence, neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they wish to, the respondent and the complainant may cross-examine each other only through a representative. If either or both of them do not have a representative, the college shall work with them to find a representative to conduct such cross-examination. In the alternative, either party may provide written questions to the chairperson to be posed to the witness.

11. At the end of the presentations, the respondent and the complainant may introduce individual character references. The college may introduce a copy of the respondent's previous disciplinary record, including records from any CUNY institution the respondent has attended, where applicable, provided the respondent was shown a copy of the record prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the committee in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found to have committed the conduct charged. The previous disciplinary records, as well as documents and character evidence introduced by the respondent, the complainant, and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.

12. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

13. The respondent shall be sent a copy of the faculty-student disciplinary committee's decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the respondent shall be sent a copy of faculty-student disciplinary committee's decision within fourteen (14) calendar days of the conclusion of the hearing. The chief student affairs officer is also encouraged to send the decision to any other e-mail address that he or she may have for the respondent. The decision shall be final subject to any appeal. In cases involving a crime of violence or a non-forcible sex offense, as set forth in FERPA, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee's decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.

14. When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

15. Disciplinary penalties shall be placed on a respondent's transcript unless a mediation agreement, the committee's decision, or the decision on any appeal under section 15.4(o) below, expressly indicate otherwise. For all undergraduate students, a penalty other than suspension or expulsion shall be removed from the respondent's transcript upon the request of the respondent after at least four (4) years have elapsed since the penalty was completed, unless the respondent has been found to have committed a subsequent violation pursuant to this Article. The chief student affairs officer shall be responsible for having any penalty removed from a student's transcript as provided above.
Appeals:

o. A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee. If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president.

p. An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the appealing party shall be sent a written notice of the other party's appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party's appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

q. The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal. SECTION 15.5. ACTION BY THE BOARD OF TRUSTEES

Notwithstanding the foregoing provisions of this article, the board of trustees reserves full power to suspend or take other appropriate action against a student or a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or units of the university in the use of its facilities or in the achievement of its purposes as an educational institution in accordance with procedures established by the board of trustees.

SECTION 15.6. COLLEGE GOVERNANCE PLANS

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

Adopted by the CUNY Board of Trustees

November 28, 2011

Section 16.1 Student Activity Fee

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

Section 16.2 Use of Student Activity Fees — Expenditure Categories

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs
2. Cultural and social activities
3. Recreational and athletic programs
4. Student government
5. Publications and other media
6. Assistance to registered student organizations
7. Community service programs
8. Enhancement of the college and university environment
9. Transportation, administration and insurance related to the implementation of these activities
10. Student services to supplement or add to those provided by the university
11. Stipends to student leaders.

**Section 16.3 Student Government Fee**

The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association.

Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.[JA3]

**Section 16.4 Student Government Activity Denied**

A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

**Section 16.5. College Association**

1. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.

2. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirements are met:
   - The governing board of the college association is composed of:
     - The college president or his/her designee as chair.
     - Three administrative members appointed by the college president.
     - Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
     - Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.
   - The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5.(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college
association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

Section 16.6 Management and Disbursement of Funds

The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other, the signature of an approved representative of the allocating body.

Section 16.7 Revenues

All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

Section 16.8 Fiscal Accountability Handbook

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

Section 16.9 College Purposes Fund

A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13. of these bylaws.

Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12. of these bylaws.

Section 16.10 Auxiliary Enterprise Board

1. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.

2. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:
   o The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.
   o The administrative members are appointed by the college president.
The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.

The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.

The governing documents of the auxiliary enterprise board have been reviewed by the board's general counsel and approved by the board.

Section 16.11 The Review Authority of College Presidents Overt Student Activity Fee Allocating Bodies and Auxiliary Enterprise Boards

1. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

2. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2. of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

3. The chancellor or his/her designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

4. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

5. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12 Referenda

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

1. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

2. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

3. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

4. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.

Section 16.13 Disclosure
1. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.
2. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.
3. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.
4. The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.
5. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.

**Section 16.14 Stipends**

The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.

**Career Development Services**

Career Development Services located in 805 East Building, offers Hunter College students and alumni a wide variety of resources and services. Career Counselors are available by appointment to assist with choosing or changing a career, resume and cover letter writing, job search strategies, and interviewing skills. The office develops and maintains relationships with employers in a wide variety of fields and career fairs are held twice a year. Many resources such as the resume builder, OptimalResume, the online job data base, ORION, and the schedule of workshops and career fairs can be accessed through the website http://www.hunter.cuny.edu/studentservices/cds. For more information contact the office at 212 772 4850 or career@hunter.cuny.edu.

**CCPD Description**

Return to Urban Affairs and Planning

The Center for Community Planning & Development (CCPD) promotes knowledge, applied research, and innovative practice in community planning and development throughout the New York metropolitan region. It provides technical assistance and training through partnerships with community-based organizations, non-profit corporations, and local agencies. The CCPD is committed to democratic, inclusive, and participatory approaches to planning and development that foster sustainability and economic and social justice. The Center is a venue for community/university partnerships where community members, students, and academics learn and benefit from each other. Center projects have addressed affordable housing, community economic development, healthy communities, workforce development, immigration, environmental justice, and other issues of concern to communities in the New York region.

**Center for Communication Disorders**

The Hunter College Center for Communication Disorders (Speech-Language-Hearing Clinic) is located at the Brookdale Health Sciences Campus, 425 East 25 St., Room 133 North. The Center is an integral part of the Communication Sciences Program. The Center provides diagnostic and therapeutic services for a wide variety of language, speech, voice, fluency, swallowing, hearing, communication modality, and social communication
disorders. Audiological services include complete audiological evaluations, auditory processing disorder testing, and auditory brainstem response assessment with state of the art instrumentation. Services are available to the Hunter College community as well as the general public. Appointments can be made by calling (212) 481-4464.

Center for Gifted Studies and Education

The mission of the Hunter College Center for Gifted Studies and Education is to support and empower gifted students, their teachers, and their families by playing a leading role in research, teacher training, and the development of new curricula, programs, and policies.

Change of Degree Program

A matriculated student who wishes to change from one graduate curriculum to another is required to file formal application for admission and submit an application fee of $125.00 to the Office of Admissions. The application must be filed by the appropriate deadline for the individual program. Please consult the application for specific deadlines.

Change of Degree Program and Courses Outside Degree Program

Change of Degree Program

A matriculated student who wishes to change from one graduate curriculum to another is required to file formal application for admission and submit an application fee of $125.00 to the Office of Graduate Admissions. The application must be filed by the appropriate deadline for the individual program. Please consult the application for specific deadlines.

Courses Outside the Degree Program

It is the responsibility of the graduate adviser to see that matriculated students do not register for any graduate courses outside their program without written permission of the graduate adviser or coordinator of the program in which they are matriculated.

Change of Name or Address

If you are changing your name, address, or ID number, you must submit a "change of name, address or ID" form. Forms are available on the One Stop web page at www.hunter.cuny.edu/onestop, under "forms." The completed form should be submitted at the One Stop, Room 217 North Building during office hours. Students may change their own address online at their CUNYfirst account at www.cuny.edu. In the case of a change of address, the post office should be notified to forward the mail to their new address.

Changing Programs

Matriculated students in a graduate degree program in the School of Education must formally apply through the Office of Admissions if they wish to change programs. Students wishing to change from one track (subplan) in their program
to another must complete a change of major form, available in the School of Education's main office on the 10th floor of the West Building.

**Chemistry Advisers**

Return to Chemistry Department

**PhD Adviser:**

**Akira Kawamura**  
1312 North  
(212) 650-3095  
akawamura@hunter.cuny.edu

**Ph.D Deputy in Biochemistry:**

**Frida Kleiman**  
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(212) 772-5355  
fkleiman@hunter.cuny.edu

**MA in Biochemistry Adviser:**

**Yujia Xu**  
1304 North  
(212) 772-4310  
yujia.xu@hunter.cuny.edu

**MA in TEP Adviser:**

**Gabriela Smeureanu**  
1320 North  
(212) 650-3913  
gsmeurea@hunter.cuny.edu

**Chemistry Department Description**

Return to the Chemistry Department

The Department of Chemistry offers a range of graduate educational opportunities with strengths in both the fundamental areas of the discipline and in emerging fields and applications. Students may obtain the PhD degree from Hunter College jointly with the City University of New York (CUNY) Graduate Center with concentrations in: Analytical Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry, Biophysical Chemistry, Biochemistry, Nano-technology and Materials Chemistry and Environmental Chemistry. In any subdiscipline, PhD students can opt for an interdisciplinary radiochemistry component that is funded by a National Science Foundation Integrative Graduate Education and Research Training (NSF-IGERT) program. Additionally, students may also obtain the MA degree in Biochemistry jointly offered by the Department of Chemistry and the Department of Biology from Hunter College, or an MA in education jointly offered by the Department of Chemistry and the School of Education of Hunter College. Graduate level courses are offered at Hunter College and in the CUNY Graduate Center. Master's
programs can be completed as a full or part-time student, with or without a research thesis. Most graduate courses are offered in the evening to facilitate enrollment of part-time students.

A major goal of our graduate programs is to train research scientists to create new knowledge that impacts both fundamental scientific principles and addresses societal needs. The continuing success and future development of most areas in academic, industrial, and government institutions will increasingly depend on a well-trained science workforce for innovation, planning, and policy. The vibrant and well-funded research labs of our faculty in the Department of Chemistry at Hunter College provide the essential part of research training of the graduate programs. Students in Ph.D. program are expected to start their independent research at the end of the first year of study, and to complete their thesis on an original research subject under the supervision of our faculty. Students can also opt to pursue an independent pedagogical research project as part of their thesis research. The research activities are further supported by an array of shared facilities and the state-of-art instruments including the NMR facility, the X-ray crystallography and electron microscope facility and the Mass-spectrometry facility. Other facilities and instruments are available in the Department of Biosciences and in the NIH funded Hunter Gene center.

Return to the Chemistry Department

**Chemistry Faculty**

Return to Chemistry Department

**Spiro D. Alexandratos**, Professor, Chemistry, PhD California at Berkeley; Polymer Chemistry, Member of Doctoral Faculty Chemistry

**Adam Braunschweig**, Associate Professor, Chemistry, PhD California at Los Angeles; Organic Chemistry, Nanoscience, Materials Chemistry, Member of Doctoral Faculty Chemistry and Biochemistry

**Lynn Francesconi**, Professor, Chemistry, PhD Illinois at Urbana-Champaign; Inorganic Chemistry, Radiochemistry, Member of Doctoral Faculty Chemistry

**Dixie J. Goss**, Gertrude B. Elion Professor, Chemistry, PhD Nebraska, Biophysical Chemistry, Member of Doctoral Faculty Chemistry, Biochemistry and Biology

**Nancy L. Greenbaum**, Professor, Chemistry, PhD Pennsylvania; Biochemistry, Member of Doctoral Faculty Chemistry and Biochemistry

**Wayne W. Harding**, Associate Professor, Chemistry, PhD University of the West Indies, Mona; Medicinal Chemistry, Organic Chemistry, Member of Doctoral Faculty Chemistry

**Mandë Holford**, Associate Professor, Chemistry, PhD Rockefeller; Chemical Biology, Member of Doctoral Faculty Chemistry, Biochemistry and Biology

**Akira Kawamura**, Associate Professor, Chemistry, PhD Columbia; Bioorganic Chemistry, Genomics, Natural Products, Member of Doctoral Faculty Chemistry and Biochemistry

**Frida Kleiman**, Professor, Chemistry, PhD National University of Córdoba, (Argentina); Biochemistry, Cancer Research, Member of Doctoral Faculty Chemistry, Biochemistry and Biology

**Mateusz Marianski**, Assistant Professor, Chemistry, PhD CUNY; Computational & Theoretical Chemistry, Member of Doctoral Faculty Chemistry

**Louis J. Massa**, Professor, Chemistry; PhD Georgetown; Computational & Theoretical Chemistry, Member of Doctoral Faculty Chemistry
Hiroshi Matsui, Professor, Chemistry; PhD Purdue; Bionanotechnology, Nanotechnology, Biomaterials, Member of Doctoral Faculty Chemistry and Biochemistry

David R. Mootoo, Professor, Chemistry; PhD Maryland; Organic Chemistry, Member of Doctoral Faculty Chemistry

Jennifer Shusterman, Assistant Professor, Chemistry, Ph.D. California at Berkeley; Radiochemistry, Member of Doctoral Faculty Chemistry

Rein Ulijn, Professor, Chemistry, PhD University of Strathclyde (UK); Molecular Systems, Bionanotechnology, Biocatalysis, Adaptive Materials, Member of Doctoral Faculty Chemistry and Biochemistry

Yujia Xu, Associate Professor, Chemistry, PhD Connecticut; Biophysical Chemistry, Biomaterials, Member of Doctoral Faculty Chemistry and Biochemistry

Brian M. Zeglis, Assistant Professor, Chemistry, PhD California Institute of Technology; Radiopharmaceuticals, Member of Doctoral Faculty Chemistry

Shengping Zheng, Associate Professor, Chemistry, PhD Columbia; Organic Chemistry, Member of Doctoral Faculty Chemistry

Return to Faculty of the School of Arts and Sciences

Chemistry Major II

Liberal Arts and Sciences Major Requirements

24 -27 credits of chemistry plus 27 credits of biology, math and physics.

Chemistry Major II

Foundational Courses

Foundational Courses include courses in chemistry and prerequisites to these courses. These courses must be completed before embarking upon the major. Students with appropriate background may be exempted from some or all Foundational Courses. See department for proper placement.

Note: Several courses leading to (foundational) or within this major may fulfill parts of the Hunter Core Requirement (CUNY Common Core [CCC], Hunter Focus, Concurrent Requirements). When selecting courses, it may be to a student's advantage to choose courses that count toward the Hunter Core Requirement and also advance the student on the path to the major. Details on the Hunter Core Requirement can be found here: Hunter Core Requirement

In the case of the Chemistry Major II, the courses that meet CCC are:

<table>
<thead>
<tr>
<th>Courses</th>
<th>CUNY Common Core</th>
<th>Foundational or Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 12500</td>
<td>Math &amp; Quantitive Reasoning</td>
<td>Foundational</td>
</tr>
<tr>
<td>CHEM 10200 (STEM)</td>
<td>Scientific World</td>
<td>Foundational</td>
</tr>
<tr>
<td>CHEM 10400 (STEM)</td>
<td>Scientific World</td>
<td>Foundational</td>
</tr>
</tbody>
</table>
General Chemistry Core:

One year of General Chemistry Lecture and Laboratory

- CHEM 10200 (STEM) - General Chemistry I
- CHEM 10400 (STEM) - General Chemistry II
- CHEM 10600 (STEM) - General Chemistry Laboratory or its equivalent
- or-
- CHEM 11100 (STEM) - Chemical Principles
- CHEM 11200 (STEM) - Thermodynamics and Solution Chemistry

Option 1:

For students interested in a career in the chemical industry. It consists of a minimum of 28 credits in chemistry above the introductory level and an 11-credit general chemistry core for a minimum total of 39 credits of chemistry. One year of physics and three semesters of calculus are also required.

Required chemistry courses:

- CHEM 22200 - Organic Chemistry Lecture I
- CHEM 22300 - Organic Chemistry Laboratory I
- CHEM 22400 - Organic Chemistry Lecture II
- CHEM 22500 - Organic Chemistry Laboratory II
- CHEM 24900 - Quantitative Analysis
- CHEM 35200 - Physical Chemistry I
- CHEM 35400 - Physical Chemistry II - F -or- CHEM 35600 - Physical Chemistry II - S
- CHEM 35500 - Physical Chemistry Laboratory I
- CHEM 35700 - Physical Chemistry Laboratory II

Required elective course:

- Any chemistry course at the 300 level or above excluding CHEM 49101

Required allied courses:

- MATH 15000 (STEM) - Calculus with Analytic Geometry I
- MATH 15500 (STEM) - Calculus with Analytic Geometry II
- MATH 25000 - Calculus with Analytic Geometry III
- PHYS 11100 (STEM) - General Physics: Introductory Course in Mechanics, Heat, and Sound
- PHYS 12100 (STEM) - General Physics: Introductory Course in Electricity and Magnetism, Light, and Atomic Physics

Childhood, Early Childhood and Bilingual Education Programs
• Bilingual Education Extension: Pupil Personnel Services - Advanced Certificate
• Bilingual Education Extension: NYS Teachers - Advanced Certificate
• Childhood Education Grades 1-6 - MSEd
• Childhood Education with a Specialization in Science, Technology, Engineering and Mathematics (STEM) Professional Certificate - MSEd
• Bilingual Childhood Education, Grades 1-6 - MSEd
• Early Childhood Education: Additional NYS Certification - Advanced Certificate
• Bilingual Early Childhood Education, Birth-Grade 2 - MSEd
• Early Childhood Education, Birth through Grade 2 - MSEd
• Elementary Mathematics Specialist Professional Certificate - MSEd

Chinese Language and Literature Division

Return to Classical and Oriental Studies

Programs and Courses

Adolescent Chinese - MA

Administration and Faculty

Division Office:

1429 West
(212) 772-4960

Program Adviser, MA in Adolescent Education, Chinese

Der-Lin Chao
1429 West Building
(212) 772-4965;
dchao@hunter.cuny.edu

Faculty

Mary Anne Cartelli, Associate Professor; PhD, Columbia

Der-Lin Chao, Professor; PhD, NYU

Fang Dai, Associate Professor; PhD, Michigan (Ann Arbor)

Wei-Yi Cheng, Lecturer; MA, NYU

Bo Hao, Lecturer; MA, Hunter, CUNY

Bing Ying Hu, Lecturer; MA, Hunter, CUNY

Ming-Ying Li, Lecturer; PhD, Penn State
City University of New York Administration

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Pamela S Silverblatt
Classical & Oriental Studies Faculty

Ronnie Ancona, Professor; PhD, Ohio State; Latin Poetry, Latin Pedagogy, Women in Classical Antiquity

W. Graham Claytor, Assistant Professor; PhD, Michigan (Ann Arbor); Greco-Roman Egypt, Papyrology, Social and Economic History of the Ancient World, Roman Provincial Institutions

Robert B. Koehl, Professor and Chair; PhD, Pennsylvania; Classical Archaeology

Lawrence M. Kowerski III, Associate Professor; PhD Rutgers; Greek History and Historiography, Early Greek Poetry (elegy and lyric), Greek Papyrology

David Petrain, Associate Professor; PhD, Harvard; Latin Poetry, Hellenistic Greek Literature, Roman Visual Culture

Joanne M. Spurza, Associate Professor; PhD, Princeton; Classical Archaeology, Ancient Roman Architecture and Urban Studies

Classical and Oriental Languages

Classical and Oriental Studies

Overview
The Department of Classical and Oriental Studies offers graduate programs in Latin and Chinese.

The Chinese Language and Literature program offers language courses in Modern Chinese (Mandarin) and Classical Chinese as well as courses taught in English on traditional and modern Chinese literature and culture.

The Latin program is offered with the Classical and Oriental Studies Department and is designed to serve individuals who do not have certification in the teaching of Latin. The applicant must be admitted by both the School of Education and the Classical and Oriental Studies Department.

What can I do with my degree in Classical and Oriental Studies?

The master's degree program (Academic Plan: CHINAE-MA) prepares candidates to teach Chinese in grades 7-12 to students of diverse backgrounds, abilities and interests. This program is not designed for individuals who already have NYS certification in Chinese 7-12.

The Latin master's and advanced certificate programs prepare candidates to teach Latin in grades 7-12 to students of diverse backgrounds, abilities and interests. This program is not designed for individuals who already have NYS certification in Latin 7-12.

Programs and Courses in Chinese and Latin

- Adolescent Chinese - MA
- Adolescent Latin - MA / Advanced Certificate
- Classics

**CHIN 70100 - Chinese Phonology and Romanization**

This course will introduce Chinese phonetics, phonology, and the major sound transcription systems commonly used in teaching Chinese as a foreign language and found in Chinese dictionaries. Emphasis will be on acquiring accurate tones and standard pronunciation for English-speaking learners as well as learners who speak a Chinese dialect at home.

*Hours 3  
Credits 3*

**CHIN 70200 - Modern Chinese Pedagogical Grammar**

This course will introduce the grammatical system of modern Mandarin Chinese, including the characteristics of grammatical morphemes, word order, and sentence and discourse structures. The content will highlight difficulties for native speakers of English and helping them to overcome these difficulties effectively. The course will discuss pedagogical issues concerning grammar instruction such as how it differs from syntax; what grammar points need to be taught at each level; and the methods of teaching grammar.

*Hours 3  
Credits 3*

**CHIN 70300 - Chinese Orthography and Lexicology**
This course will give an overview of the development of Chinese orthography and Chinese lexicology. Differences between the spoken and written styles will be discussed. The relationship of formation methods of the Chinese lexicon to syntactic functions and the process of character-based meaning derivation will be emphasized.

**CHIN 70500 - Topics in Advanced Conversation**

This course will give students advanced language training in speaking in a wide range of topics as well as specialized vocabulary needed to discuss Chinese instruction in Chinese. Students will further practice speaking skills to achieve advanced-mid or advanced-high oral proficiency according to the ACTFL (American Council for Teachers of Foreign Languages) scale. Authentic materials will be used throughout the course.

**CHIN 70600 - Topics in Advanced Writing**

This course will give students advanced language training in writing Chinese in everyday life situations as well as a Chinese language teaching professional with writing samples. Students will further practice writing skills to achieve advanced-low proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

**CHIN 70700 - Topics in Advanced Reading**

This course will give students advanced language training in reading Chinese. Students will further practice reading skills to achieve advanced-mid or advanced-high proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

**CHIN 70800 - Topics in Chinese Culture and Society**

This course will give students advanced language training in topics related to Chinese culture and society. Students will learn topics concerning Chinese culture and society in traditional and contemporary China. Authentic writing tasks and materials will be used throughout the course.

**CHIN 70900 - Independent Study**
Students will carry out an independent project approved by their faculty advisor and chairperson and supervised by a staff member.

Credits 1-3

**CLA 70100 - The Legacy of Ancient Greece**

A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

*Hours 45 hrs, including conferences,*

*Credits 3 cr*

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

**CLA 70200 - The Legacy of Ancient Rome**

A survey of the culture and civilization of Rome from the founding of the city to the reign of Marcus Aurelius.

*Hours 45 hrs, including conferences,*

*Credits 3 cr*

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

**CLA 70600 - Supervised Reading**

Independent reading on a particular aspect of ancient Greek or Roman culture, supervised by a faculty member.

*Prior approval of graduate adviser required. May be taken twice for credit.*

**CLA 70700 - A Survey of Classical Literature in Translation**

**LATED 71200 - Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin**

Familiarizes prospective teachers of grades 7–12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Close work with the design and evaluation of classroom lessons and materials in the context of national and state standards will be emphasized.

*prereq: completion of 18 credits of graduate Latin courses*

*prereq or coreq: SEDF 70400*

*Hours 45 hrs, including conferences,*

*Credits 3*

**LATED 71300 - Methods 2: Teaching for Diverse Learners in Latin**

Familiarizes prospective teachers of grades 7–12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Innovative uses of technology, development of instructional units, individualizing for students with special needs, exploring aspects for a
student-centered classroom will be emphasized.

prereq: LATED 71200
prereq or coreq: SEDF 70500
Hours 2 hrs plus 36 hrs fieldwork,
Credits 2

**LATED 73100 - Student Teaching in Latin, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program.

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prereq: LATED 71300
Hours 2 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

**LATED 74110 - Practicum in Latin, Grades 7-9**

Supervised practicum in the teaching of Latin in grades 7–9. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 74110 must also take LATED 74120.

prereq: LATED 71300
Hours 2 hrs plus conferences,
Credits 2 cr

**LATED 74120 - Practicum in Latin, Grades 10-12**

Supervised practicum in the teaching of Latin in grades 10–12. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 74120 must also take LATED 74110.

prereq: LATED 71300
Hours 2 hrs plus conferences,
Credits 2 cr

**LAT 70100 - Literature of the Early Republic**

Early history of the Latin language and the development of Latin literary forms and styles.
See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

**LAT 70200 - Literature of the Late Republic**

Selections from authors of the late republic.

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

**LAT 70300 - Literature of the Early Empire**

Selections from authors of the early empire.

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

**LAT 70400 - Literature of the Late Empire**

Selections from authors of the late empire.

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

**LAT 70500 - Caesar**

Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

**LAT 70600 - Cicero**

Selections from the orations, philosophical treatises, and letters of Cicero.

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

**LAT 70700 - Vergil**

Selections from the Aeneid, Eclogues, and Georgics.

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

**LAT 70800 - Supervised Reading**

Independent reading in individual Roman authors or particular literary genres supervised by a faculty member.
Prior approval of graduate director required. May be taken three times for credit. See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

**LAT 71000 - Topics in Latin literature.**
May be taken three times for credit.

**LAT 71100 - Literature of the Republic**
Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

**LAT 71200 - Literature of the Augustan Age**
Selections from poetry and prose authors of the Augustan period.

**LAT 71300 - Literature of the Empire**
Selections from poetry and prose authors of the Imperial period.

**LAT 72500 - Ovid**
Selections from the *Metamorphoses* and *Amores*.

**LAT 72600 - Horace and Catullus**
Selections.

**LAT 72700 - Speaking and Writing Latin**
Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

**TRN 75200 - Professional Translators Workshop**
This course provides a hands-on preparatory overview in the practice of professional translation. Students in all language tracks will receive a skill-based induction into the language services industry as a multi-faceted occupation. The course will familiarize students with the nuts and bolts of language services – the use of key resources and tools, how to analyze the real-world contexts of projects, build and manage terminology databases, and determine criteria for self-assessment and continued development.

*prereq or coreq: None
Hours 3 hrs.
Credits 3 cr.*

**TRN 76600 - Localization and Terminology Management**
The term localization describes the process of adapting software products as well as websites and services to international markets where languages other than English are used. This course explores the key concepts of globalization, internationalization, localization and translation and guides students to discern what is allowable,
impactful, or simply necessary, both from a technical (linguistic), and a cultural (affective) perspective.

**prereq or coreq:** TRN 75900  
**Hours** 3  
**Credits** 3

### TRN 76900 - Principles of Interpreting Practice

The course addresses the key principles, industry standards of assessment, and methodology and procedurals that guide interpreting training and practice. It provides the foundational knowledge that prepares students to formulate best practices and approaches to ethical, social, and cultural issues in professional interpreting.

**prereq or coreq:** None  
**Hours** 3  
**Credits** 3

### TRN 77600 - Translation in New Media

The course introduces students to the commercial demands and the technologies and tools needed to cope with what's loosely defined as translation of "new media," i.e. non-traditional media that has become dominant in the digital environment, including video games, mobile apps, video clips, and so on. The objective is to prepare students to work multimodally (with visual, audio, and orthographic materials) in order to render translation of digitalized content.

**prereq or coreq:** None  
**Hours** 3  
**Credits** 3

### TRN 79000 - Independent Study: Research Topics in Translation, Localization, and Interpreting

This course is an independent study project under the direction of a faculty member and may only be taken once. The student may (1) identify a specific industry (client) sector and produce a translation and/or localization project based on a substantive relevant source text/web or media content, along with a justification paper reflecting on the work process and approaches implemented and the real-world relevance of the project, or (2) the student may develop a theoretical research topic formulated around evolving debates on translation processes and modalities, and/or the current socio-cultural issues involved in the business of translation and/or localization around the world. This course requires pre-approval of the program before enrollment.

**prereq or coreq:** 12 credits in combination of MATI courses prefixed: TRN, TRNA, TRNC, TRNR, and/or TRNS  
**Hours** 3  
**Credits** 3

### TRN 79900 - Internship in Translation and Interpreting

Based on the principles of experiential and reflexive learning, this course provides students with the opportunity to put in practice the skills and knowledge gained from the program by serving an internship in a professional environment. Complementing the student's worksite experience, the course will survey the various work models employed in the language services industry and address the key organizational behavioral and labor relations issues that pertain to an array of positions in translation, localization, and interpreting.

**prereq or coreq:** 12 credits in combination of MATI courses prefixed: TRN, TRNA, TRNC, TRNR, and/or TRNS
The course prepares students for Arabic-to-English translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

prereq or coreq: None

TRNC 76200 - Chinese-English Simultaneous Interpreting

The course is designed to introduce the principles and techniques of simultaneous interpreting between Chinese (Mandarin) and English, with a view to equip students with the knowledge, skills and mental acumen needed to be successful professional interpreters. Students will delve into a variety of political, economic, social, scientific and technological texts and recorded audio materials to practice interpreting in the key communicative settings such as training presentations, international conferences, and diplomatic encounters.

prereq or coreq: TRNC 76100

TRNC 76500 - Chinese-English Medical Interpreting

The course is designed to provide specific interpretation training in the medical field to meet the ever-growing need of the healthcare industry in the US context. This course will prepare students to serve as interpreters in the day-to-day encounters of critical point-of-care delivery—from ambulatory and emergency bedside attendance to ICU staff support, hospice care, and patient-family mediation. Students receive a thorough grounding in medical terminology, the healthcare interpreter's code of ethics, and the rights and responsibilities pertaining to patient-provider relations.

prereq or coreq: TRNC 76100

TRNR 76300 - Russian-English Literary Translation

Students in the course practice translating a range of literary texts and explore the limits of domestication and foreignization while developing an articulate sense of linguistic similarity and dissimilarity between Russian and English.

prereq or coreq: None

TRNS 75600 - Spanish-English Medical Interpreting

This course provides a comprehensive training program to prepare students to serve as interpreters in the day-to-day encounter of critical point-of-care delivery—from ambulatory and emergency bedside attendance to ICU staff support, hospice care, and patient-family mediation. Students receive a thorough grounding in medical terminology, the
healthcare interpreter's code of ethics, and the rights and responsibilities pertaining to patient-provider relations. As part of the course work, students will receive training in simulated interpreting exams modelled after the Certification Commission for Healthcare Interpreters (CCHI) and the National Board Certificate in Medical Interpreting and CMI and build a personal portfolio comprising a glossary of medical terms, a medical interpreter journal, and audio work samples.

prereq or coreq: None
Hours 3
Credits 3

Classics

Return to Classical and Oriental Studies

Programs and Courses

Adolescent Latin - MA / Advanced Certificate

Doctor of Philosophy

Several members of the Hunter College program in classics participate in a PhD program at the City University Graduate Center. Information concerning degree requirements, courses, etc., may be obtained from Professor Dee Clayman, Executive Officer, PhD Program in Classics, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016 or at www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Classics

Administration and Faculty

Division Office:

1402 West
(212) 772-5065
Website:www.hunter.cuny.edu/classics/classics/graduate

Director, MA in Adolescent Education (Grades 7-12), Latin

David Petrain
1428 West
(212) 772-5063
rancona@hunter.cuny.edu

Educational Sequence Adviser:

Jeanne Weiler
Adolescent Education Coordinator
1115 West
(212) 650-3459
Jeanne.weiler@hunter.cuny.edu

Faculty
Collaborative Leadership Advancing School Success

The Collaborative Leadership Advancing School Success (CLASS) program, offered in partnership with New Visions for Public Schools, is a unique school leadership certification program grounded in clinical experiences designed to illuminate the relationship between student learning and systems within a school.

College Governance

Hunter College has several governing assemblies, most of which provide for student participation.

The Hunter College Senate

Room 1018 Hunter East

The Hunter College Senate, chartered in 1970, is the principal governance body of the college and the only such body that holds a Governance Charter with the CUNY Board of Trustees. The Senate has authority to determine college policy in matters related to:

1. Curriculum
2. Academic requirements and standards
3. Instruction and the evaluation of teaching
4. College development, including master plan
5. Computing and technology

Representatives of the faculty, student body and administration constitute the voting membership of the Senate and serve for a term of two years. The elected officers of the Senate include the chairperson, vice-chairperson, secretary and the chairperson of the Evening Council, who constitute the Senate Administrative Committee. There are 18 standing committees and a varying number of special and ad-hoc committees. These committees accomplish much of the work of the Senate. Reports and Resolutions from these committees are discussed and voted on at Senate meetings.

Membership on committees is representative and open to all faculty and students by election of the full Senate from a slate recommended by the Nominating Committee and by member nominations from the Senate floor.

Regular meetings of the Senate are planned for two hours and are held twice a month. Additional monthly meetings may be called as needed.

Election of faculty and student membership to the Senate occurs during the spring semester.

Faculty members and students are encouraged to become involved in the meetings of the Hunter College Senate and its committees.

Further information may be obtained by visiting the Senate Office.

The Faculty Delegate Assembly

Room 1414 Hunter East
All Hunter faculty, full and part-time, are members of the Faculty Delegate Assembly, which serves to address faculty concerns regarding teaching, research, and the quality of professional life at Hunter and CUNY. We provide a forum for free and open consideration of significant issues at monthly general meetings. Each academic department in the college elects two members to attend these events, which are also open to all other members of the faculty and often include invited speakers from both inside and outside of the college to address general faculty and academic concerns. The FDA also hosts a coffee service in the faculty lounge at the 68th Street campus on most afternoons, organizes social events each semester, publishes a newsletter, *The Faculty Voice*, and is responsible for periodic updates of the Faculty Handbook.

**The Student Governments**

**Undergraduate** Room 121 Hunter North

**Graduate** Room 218 Thomas Hunter

These elected student groups have an essential role in the life of the college by allocating the Student Activity Fee, as well as facilitating the chartering of student organizations. All of the elected officers serve as student representatives on campus-wide committees concerning matters of college policy. A few are Senators in the Hunter College Senate, while others are elected to serve as delegates and alternates at the University Student Senate (USS) meetings.

The objective of these student officers is to lead by example in fostering diversity and supporting the exchange of peaceful dialogue among the varied constituents on Hunter's many campuses.

**Hunter College Ombudsman**

Room 1016 Hunter East

The ombudsman is empowered by the Hunter College Governance Charter to investigate complaints and grievances by any member of the college community (student, faculty, staff, or administration) about a problem or condition in the college. When requested and where possible, the anonymity of a complainant will be protected and names will not be used in any reports the ombudsman may make.

When someone feels unfairly treated or unjustly disadvantaged, the ombudsman can advise the person of the available appeals procedures, recommend corrective action to be taken by the appropriate college officers, or recommend changes in college procedures or regulations that would eliminate such injustices in the future.

The ombudsman may be reached at (212) 772-4203.

**Faculty Personnel and Budget Committee (FP&B)**

Composed of the president, the provost and the chairs of departments, FP&B is concerned with appointment, reappointment, promotion and other faculty personnel matters.

**Departmental Committees**

Each department has bylaws approved by the Senate. These bylaws provide for a number of committees, most of which are open to student members. Further information is available in the appropriate departmental office.

**College Name**
The official name of the college, which must be used in correspondence and on application forms for employment, admission to graduate school and transfer to other institutions, is "Hunter College of The City University of New York." Merely referring to "The City University of New York" or "CUNY" will result in the correspondence or application being sent to the Board of Trustees, thereby causing delay in processing.

Competency Examinations

**The Graduate Record Examination:** The general aptitude test of the Graduate Record Examination (GRE) is required of most applicants to the School of Arts and Sciences, the School of Education and the School of Health Professions. See specific program descriptions regarding this requirement. It is not required for the School of Nursing.

Applicants should write directly to:
Graduate Record Examination, Educational Testing Service
Box 6000, Princeton, NJ 08541-6000
(609) 771-7670
http://www.gre.org
for full information and arrangements to take the test. The GRE should be taken no later than February for fall admission and September for spring admission. The Hunter College institution code is 2301.

**English Language proficiency** is required of all applicants whose native language is not English and/or who have taken all or part of their post-secondary education in a country where English is not the native language. Such applicants, regardless of country of citizenship or U.S. permanent resident status, must take this examination. Hunter College accepts the Test of English as a Foreign Language (TOEFL), the International English Testing System (IELTS) or Pearson PTE exams as proof of English Language proficiency depending on the particular program. Depending on the program selected, an applicant may also be required to take the TWE (Test of Written English) and the TSE (Test of Spoken English), also administered by the Educational Testing Service. Applicants should plan to take these examination(s) at least nine months before their intended date of enrollment. Information about TOEFL, TWE, and TSE can be obtained at (609) 771-7100-http://www.toefl.org. The Hunter College institution code is 2301. Information about IELTS can be obtained at https://www.ielts.org/en-us/usa. Information about Person PTE can be obtained at https://pearsonpte.com/.

Computer Science Faculty

Return to Computer Science

**Debroy, Saptarshi, Assistant Professor:** PhD, Central Florida; Cyber-security, big data networking, distributed and cloud computing, wireless networking.

**Epstein, Susan L., Professor:** PhD, Rutgers; Problem solving, machine learning, cognitive modeling, knowledge representation, constraint satisfaction programming, bioinformatics.

**Khatchadourian, Raffi, Assistant Professor:** PhD, Ohio State; Software engineering and software security, formal methods, automated software evolution, static and dynamic program analysis.

**Levitan, Sarah I., Assistant Professor:** PhD, Columbia University; Spoken language processing, natural language processing, machine learning

**Mneimneh, Saad, Assistant Professor:** PhD, Massachusetts Institute of Technology; Fast network switches, optical routing, graph problems, and computational biology.

**Oyekoya, Oyewole, Associate Professor:** PhD, University College London; Visualization, virtual reality, eye tracking, visual perception
Raja, Anita, Professor; PhD, University of Massachusetts – Amherst; Artificial intelligence, multiagent systems, metacognition, machine learning, bounded rationality, complex networks, game theory

Sakas, William G., Associate Professor and Chair; PhD, CUNY Graduate Center; Cognitive science, computational models of language acquisition, computational linguistics.

Schweitzer, Eric, Lecturer; MA, SUNY at Stonybrook; Theory of computation, logics of knowledge and probabilistic reasoning.

Shankar, Subash, Associate Professor; PhD, Minnesota; Software engineering, formal methods, automated reasoning, system modeling, analysis and verification.

Stamos, Ioannis, Associate Professor; PhD, Columbia; Computer vision and computer graphics, range sensing, 3-D modeling; range segmentation, sensor fusion, range-range and range-image registration.

Weiss, Stewart N., Associate Professor; PhD, NYU; Software testing, analysis verification, reliability theory, parallel architecture and computing.

Vazquez-Abad, Felisa, Professor; PhD, Brown; Stochastic optimization, modeling and simulation of random processes, statistical estimation of sensitivity for discrete event systems, applied probability, applications of decision making.

Xie, Lei, Associate Professor; PhD, Rutgers; Computational techniques to study the structure, function, dynamic, and evolution of molecular interactions. Bridging the basic sciences with clinical research.

Zamfirescu, Christina, Professor; PhD, Technical University of Aachen (Germany); Graph theory, algorithms on graphs, transformation networks, discrete mathematics, intersection digraphs, evaluating complexity in chemical topology using graph theory.

Return to Computer Science Department

Concentration in English: Preparation for Secondary School Teaching (39 cr)

Liberal Arts and Sciences Major Requirements

Completion of the BA degree: Concentration in English: Preparation for Secondary School Teaching (39 cr)

The concentration in English: Preparation for Secondary School Teaching is designed to prepare students to teach English in grades 7-12 by providing a foundation in British, American, and Multi-Ethnic literatures, as well as writing and language studies. Students choosing this concentration take ENGL 252 Introduction to Literary Studies, 18 credits of required literature courses, 6 credits of required writing courses, a 3-credit language course, and three electives chosen from among 300- and 400-level courses offered by the Department, with the option to choose one of their three electives from a menu of courses in other departments and programs. When taken together with the requirements for the Secondary Education minor of the School of Education, this program meets initial certification requirements for New York State and New York City public schools. Students interested in the Education minor must apply to the School of Education for admission. Students who do not wish to pursue certification need not take the Secondary Education minor. Eligible English: Preparation for Secondary School Teaching majors may pursue English Departmental Honors by taking ENGL 49400 Honors Seminar.
Note: The English Department strongly recommends that students take at least one modern or contemporary literature course.

**Foundational Courses**

Foundational Courses include courses in English and prerequisites to these courses. These courses must be completed before embarking upon the major. Students with appropriate background may be exempted from some or all Foundational Courses. See department for proper placement.

**Note:** Several courses leading to (foundational) or within this major may fulfill parts of the Hunter Core Requirement (CUNY Common Core [CCC], Hunter Focus, Concurrent Requirements). When selecting courses, it may be to a student's advantage to choose courses that count toward the Hunter Core Requirement and also advance the student on the path to the major. Details on the Hunter Core Requirement can be found here: Hunter Core Requirement

<table>
<thead>
<tr>
<th>Courses</th>
<th>CUNY Common Core</th>
<th>Foundational or Major</th>
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<tr>
<td>ENGL 12000</td>
<td>English Composition (EC) Foundational</td>
<td></td>
</tr>
<tr>
<td>ENGL 22000</td>
<td>English Composition (EC) Foundational</td>
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B.A. in English: Concentration in English: Preparation for Secondary School Teaching

A. Introduction to Literary Studies (3 cr)

ENGL 25200 - Introduction to Literary Studies

B. Six Required Literature Courses (18 cr)

1. Three Required Courses (9 cr)

ENGL 30300 - Western Literary Backgrounds of British and American Literature

ENGL 30600 - Literary Theory (W)

ENGL 33800 - Survey of British Literature I: Early Texts To the Eighteenth Century

2. One course chosen from the following (3 cr):

ENGL 35200 - Shakespeare Survey

-or-

ENGL 35300 - Shakespeare I

-or-

ENGL 35400 - Shakespeare II

3. One course chosen from the following (3 cr):

ENGL 39500 - Survey of American Literature: Origins to the Civil War (W)
ENGL 39600 - American Prose from Reconstruction to World War I

ENGL 39700 - Pre-20th Century American Poetry

4. One course chosen from the following (3 cr.)
ENGL 32000 - Multi-Ethnic American Literature (W)

ENGL 32500 - Post-Colonial Literature in English (W)

C. Required Writing Courses (6 cr)
1. Theory and Practice of Expository Writing (3 cr)
ENGL 30100 - Theory and Practice of Expository Writing
2. One course chosen from the following (3 cr.)
ENGL 30000 - Introduction to Creative Writing

ENGL 34100 - Rhetorical Principles of Expository Writing

D. Required Language Course (3 cr)
ENGL 33100 - The Structure of Modern English

E. Three Electives (9 cr)
Students may choose from among 300- or 400-level English courses, including, if the student is eligible, one of the Honors Seminars (ENGL 49400). It is strongly recommended that students consider choosing either a Modern/Contemporary Literature, Linguistics, Rhetoric, or Writing course to fulfill one of the Elective requirements.

All English majors also have the option to take one of their elective courses in another department. In order to do this, students must meet all of that department's prerequisites for the course. Students with double majors may apply the course to one of those majors, but not both. For example, someone majoring in English and History who takes HIST 342.51 Britain Since 1689 may count that course toward either the English or History major, not both. Students may choose from the courses and departments listed below.

Note: To take a 300-level course in one of the following departments and programs that is not on the list, or in another department, students must have prior written permission from an English advisor and must meet all the prerequisites for the course.
Counseling & Wellness Services

1123 East (212) 772-4931
hunter.cuny.edu/studentservices/pcs

Counseling Services offers free and confidential assessment and short-term counseling to enrolled Hunter College students. Professional counselors assist students with personal and emotional difficulties that may interfere with academic progress and success. Additional services include crisis intervention and referrals to community agencies and resources. Counselors are also available to provide consultation services to the entire Hunter College community.

Wellness Services maintains two divisions: Health Services and Health Promotion & Education.

- Health Services is responsible for processing student immunization records, and also offers a variety of preventative health screens and access to health-related resources. In addition, Health Services distributes physical activity cards (PAC) required for use in all recreation programs and facilities. 307 Hunter North (212)-772-4800.
- Health Promotion & Education aims to enhance and advance the health and wellness of students in support of personal and academic success. Health Educators conduct outreach to educate students about health-related topics and the relationship between mental health and wellbeing and academic functioning and success, equip students with knowledge and skills to make informed and proactive decisions regarding their health, and assist in developing healthy lifestyle habits. 307 Hunter North (212)-772-4909

Counseling Programs

- School Counseling - MSEd
- Clinical Rehabilitation Counseling - MSEd
- Mental Health Counseling - MSEd
- Mental Health Counseling - Advanced Certificate

Course Equivalency

Students who have taken or plan to take graduate-level courses at another college may, with written approval, apply those courses to their program in two ways: Transfer of Credit or Permit Credit.

Courses

The candidate must have registered for and attended courses totaling the number of credits specified for the individual program. Courses other than those in the department of specialization may be credited toward the degree only with the approval of the graduate adviser. Waiver of course(s) does not release the student from the total number of credits required for the degree. Full-time graduate students may enroll for no more than 18 credits in any one semester.

Courses in Biological Sciences

Biological Sciences
OVERVIEW

The Department of Biological Sciences has graduate and post-graduate research programs in molecular and cell biology, cancer biology, molecular and developmental genetics, and molecular neuroscience. Students may obtain the MA from Hunter College and/or the PhD jointly from Hunter College and the City University Graduate Center. The doctoral program is designed to prepare students to cope with the radical changes in direction and experimental approaches that will characterize future developments in biology, as well as to train highly qualified research scientists who are fully equipped to teach and to direct research in a wide variety of university and industry programs in the biological sciences.

Faculty of the department are pursuing projects in the forefront of modern research. In addition to the individual research laboratories, a number of shared facilities are housed in the department. They include transmission and scanning electron microscopes, a bioinformatics and sequencing facility equipped with an Illumina MiSeq and Oxford Nanopore Minion sequencers, an Agilent Electrophoresis Bioanalyzer and a Galaxy Web accessible Bioinformatics Platform all supported by a high performance computing cluster, a bioimaging facility, a fluorescence-activated cell sorter and a biopreparation facility. Several facilities are available through the chemistry department, including X-ray diffraction, NMR, mass spectroscopy and biomolecular computation. Shared modern animal facilities are also available.

What can I do with my degree in Biological Sciences?

A degree in the Biological Sciences opens up many career pathways. Biology graduates go on to complete graduate (MS, PhD, or MD/PhD) and professional degrees (MD, DO, DDS, DVM, OD, PharmD, etc), work in the biotech industry, education, in wildlife management, as a government scientist, or in a variety of other rewarding careers. The biotechnology and pharmaceutical industries are among the largest in the U.S. and there is great demand for professionals with biotechnology expertise. Graduates are prepared for careers in research science positions, regulation of drug approval and other biotechnology applications, management positions in the biotechnology industry, and positions at law firms in the biotechnology area.

Programs and Courses

Programs and Courses in Biology

Biochemistry - MA

Adolescent Biology - MA / Advanced Certificate

Administration and Faculty

Chair:

Derrick Brazill
803 North
(212) 772-3144
brazill@genectr.hunter.cuny.edu

Department Office:

927 North
(212) 772-5293
Faculty

Biological Sciences Faculty

HEGIS Codes: 0401 (BA) (MA); 0499 (BA/MA in Biotechnology); 1223.01/0401 (BS/MA in Biotechnology)

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser
Hours each 15 to 150 hrs,
Credits 1 to 10 cr
(Course listed in the schedule of classes at the CUNY Graduate Center)

BIOL 790xx - Special Topics Courses

Seminar in Immunology, Cancer Research, Signal Transduction, Bioinformatics, Neurobiology, etc.

Credits 3

BIOL 60000 - Molecular Biology for Science Teachers

Molecular aspects of cellular function; properties of biomolecules, their biosynthesis and breakdown; structure and function of proteins and enzymes, metabolites, membranes, and nucleic acids; cellular mechanisms of energy transduction; integration and control of cell metabolism.

prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.
Fall only

BIOL 60210 - Molecular Genetics for Science Teachers

A comparison of viral, procaryotic, and eucaryotic systems; review of classical Mendelian principles and mechanisms; bacterial DNA replication, transcription, and their control; mechanisms of gene mutation, repair, recombination, and transposition; applications of recombinant DNA technology; organization of nucleic acid into chromosomes; control of gene expression in procaryotes, in the eucaryotic cell cycle, and in cell development.

prereq: BIOL 60000 or equivalent and permission of instructor
Spring only

BIOL 60400 - Biology Education 1
This course is designed to provide instructors of high school biology with graduate-level biological content knowledge and a sound pedagogical approach to teaching. The goal of this course is to train secondary science educators to understand basic principles in the life sciences and prepare them to teach the Living Environment for middle-school and high-school students. This course curriculum focuses on basic cellular and molecular concepts in biology.

*prereq or coreq: BA degree in Biology/Biology Education, or permission of instructor*

**Hours 3 hrs**

**Credits 3 cr.**

**BIOL 60500 - Biology Education 2**

This course is designed to dive deep into selected topics in ecology and evolution in a pedagogical content knowledge framework. Using a blend of online and in-person activities, the course guides participants through a series of content area exercises that can be translated to the middle-school or high-school classroom. The vision for the class is to provide in-depth instruction on ecology and evolution while developing best practices for instruction.

*prereq or coreq: BA degree in Biology/Biology Education, or permission of instructor*

**Hours 3 hrs**

**Credits 3 cr.**

**BIOL 61000 - Workshop in Biotechnology**

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

*prereq: BIOL 71000 or permission of instructor*

**Hours 30 hrs/wk for 4 wks,**

**Credits 4 cr**

**BIOL 61055 - Laboratory Workshop in Biology Education**

A series of laboratory-intensive experimental projects, each lasting one week or more, which introduce current research techniques and include individual participation in planning, preparation, and analysis of experiments. The focus is on broad biotechnology topics such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics, and how these topics may be applied to the high school science classroom.

*prereq: a graduate course in biology or permission of instructor*

**Hours 120 hrs,**

**Credits 3 cr**

**BIOL 62000 - Internship**

Students who successfully complete BIOL 61000 are eligible for a 3-month internship as an opportunity to acquire research experience and additional skills in industrial/private laboratory settings. A paper on the internship is required.

*prereq: BIOL 61000*

**Credits 3 months, 4 cr**
BIOL 63000 - Science and Society

A study of the interactions between technological and societal changes, with an emphasis on eliciting within the classroom productive oral and written critiques and debates concerning potentially controversial technological change. Focusing on present-day issues, students will learn various models for analyzing the impact scientific change has on society and how social change directs science.

prereq: BIOL 61055 or permission of instructor

BIOL 64000 - Biodiversity and Evolution

This course is designed to prepare secondary science educators to examine essential questions in the life sciences and prepare them to teach the Living Environment regents course for ninth grade high school students and eighth grade middle school students, through the use of resources at the American Museum of Natural History.

prereq: BA degree in Biology/Biology Education, or permission of instructor
Hours 2 hrs
Credits 2 cr.
Offered summer at the American Museum of Natural History

BIOL 65000 - Cell and Tissue Culture

BIOL 66000 - Challenging Concepts in the Biological Sciences

Overview of research and theory related to misconceptions in biology. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.

prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor
Hours 4 hrs,
Credits 4 cr

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
Credits 4 cr
fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
fall only
**BIOL 71014 - Molecular Biology Laboratory**

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

*coreq: BIOL 71013 or comparable course in biochemistry*

*Hours 105 hrs lab and conf,  
Credits 4 cr  
Fall only*

**BIOL 71401 - Cell Biology**

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

*prereq: undergraduate organic chemistry or biochemistry  
Hours 60 hrs,  
Credits 4 cr  
spring only*

**BIOL 72202 - Endocrinology**

**BIOL 75003 - Developmental Biology**

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

*prereq or coreq: BIOL 71013 and BIOL 71401  
Hours 60 lec,  
Credits 4 cr  
Spring only*

**BIOL 77006 - Laboratory in Cell Structure**

Applications of light and confocal microscopy, using fluorescence and multidimensional imaging to study cell structures. Lab projects involve immunofluorescence: fixation methods and immunocytochemistry. Illumination methods including multi-channel 3D rendering, image processing and visualization software.

*Hours 7 (2 lecture, 5 lab)  
Credits 4.5*

**BIOL 77008 - Laboratory in Cell Structure -- Biological Electron Microscopy**

The students will learn basic concepts of transmission electron microscope, principles of biological sample preparation for transmission electron microscopy, various electron microscopy applications, to be familiar with the morphology of different organelles inside the mammalian cell, and understand the functions of each organelle.

*prereq: Permission of instructor*
**BIOL 77100 - Special Topics in Experimental Biology**

This course was designed to further the understanding of a broad range of topics in biology. This is an interactive lecture course where students are initially taught the tools of experimental biology. Students are then taught how to use those tools to study any subject matter (e.g., cancer, neurobiology, molecular biology). Students are then taught how to use those tools. Students are required to design experiments during discussion periods and critically assess the negative and positive outcomes of an experimental design. Master’s-degree students seeking to pursue further graduate studies will greatly benefit and are highly encouraged to enroll. This course will also be complementary to pre-candidacy doctoral students that wish to design experiments towards their doctoral theses. In this regard, our course will help students pass of the level I exam given to students at the end of a BA/MA or MA degree.

*prereq: Department permission*

**BIOL 77101 - Analysis of Mammalian Cells in Tissue Culture**

**BIOL 79049 - Computational Molecular Biology**

An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure prediction, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories and hands-on exercises.

This course is designed for upper-level undergraduates and graduate students. Prior experiences in the UNIX Operating System and at least one programming language are required.

*prereq: CSCL132 (Practical Unix and Perl Programming) and BIOL 300 (Biochemistry), or permission by the instructor.*

**spring only**

**BIOL 79051 - Neuroscience I**

Given at CUNY Graduate Center. Comprehensive introduction to neuroscience with regard to structure and function at the cellular level.

*fall only Students must register for Neuroscience I at City College of CUNY.*

**BIOL 79051 - Seminar**

Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.
prereq: BIOL 70005 and BIOL 71013
Fall and Spring

**BIOL 79070 - Neuroscience II**

Given at CUNY Graduate Center. Introduction to sensory and motor systems and to neural behavioral development.

*Spring only*

**BIOL 79073 - Seminar Topics in Biotechnology**

Seminar course entitled "From the Bench to the Clinic," which includes the molecular basis for diseases such as specific cancers and neurodegenerative disorders and current trends in their treatment.

*Hours 45
Credits 3*

**BIOL 79099 - Seminar**

Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.

*prereq: BIOL 70005 and BIOL 71014*

**BIOL 79202 - Tutorial**

*prereq: permission of graduate adviser
Hours 30 or 60 hrs,
Credits 2 or 4 cr*

**BIOL 79204 - Tutorial**

*prereq: permission of graduate adviser
Hours 30 or 60 hrs,
Credits 2 or 4 cr*

**BIOL 79910 - Thesis Research-MA**

*prereq: permission of graduate adviser
Hours 15, 30, or 45 hrs,
Credits 1, 2, or 3 cr, respectively*

**BIOL 79920 - Thesis Research-MA**

*prereq: perm grad adviser
Hours 15, 30, or 45 hrs,
Credits 1, 2, or 3 cr, respectively*

**BIOL 79930 - Thesis Research-MA**
 Courses in Chemistry

 Chemistry

 OVERVIEW

The Department of Chemistry offers a range of graduate educational opportunities with strengths in both the fundamental areas of the discipline and in emerging fields and applications. Students may obtain the PhD degree from Hunter College jointly with the City University of New York (CUNY) Graduate Center with concentrations in: Analytical Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry, Biophysical Chemistry, Biochemistry, Nano-technology and Materials Chemistry, and Environmental Chemistry. Additionally, students may also obtain the MA degree in Biochemistry jointly offered by the Department of Chemistry and the Department of Biology from Hunter College, or an MA in education jointly offered by the Department of Chemistry and the School of Education of Hunter College. Graduate level courses are offered at Hunter College and in the CUNY Graduate Center. Master's programs can be completed as a full- or part–time student, with or without a research thesis. Most graduate courses for Master programs are offered in the evening to facilitate enrollment of part–time students.

A major goal of our graduate programs is to train research scientists to create new knowledge that impacts both fundamental scientific principles and addresses societal needs. The continuing success and future development of most areas in academic, industrial, and government institutions will increasingly depend on a well-trained science workforce for innovation, planning, and policy. The vibrant and well-funded research labs of our faculty in the Department of Chemistry at Hunter College provide the essential part of research training of the graduate programs. Students in Ph.D. program are expected to start their independent research at the end of the first year of study, and to complete their thesis on an original research subject under the supervision of our faculty. Students can also opt to pursue an independent pedagogical research project as part of their thesis research. The research activities are further supported by an array of shared facilities and the state-of-art instruments including the NMR facility, the X-ray crystallography and electron microscope facility and the Mass-spectrometry facility. Other facilities and instruments are available in the Department of Biosciences and in the NIH funded Hunter Gene center.

What can I do with my degree in Chemistry?

The department provides training for students planning careers in the chemical sciences, biology, medicine, earth sciences, secondary education, business, and law across the chemical enterprise in academia, industry, government, and private practice.

 Programs and Courses

 Biochemistry - MA
 Adolescent Chemistry - MA / Advanced Certificate
 Doctoral Program in Biochemistry
 Doctoral Program in Chemistry

 Courses in Chemistry
Doctor of Philosophy

Students are encouraged to apply directly to the PhD program, which is offered in conjunction with the CUNY Graduate School and University Center. PhD dissertation research is carried out in the Hunter College Department of Chemistry. A PhD in biochemistry is also offered in conjunction with the CUNY Graduate School and University Center. For further information contact Professor Akira Kawamura, 1312 North Building, (212) 650-3095 or visit the website at http://www.gc.cuny.edu

Administration and Faculty

Chair:

Akira Kawamura
1312 North
cairche@hunter.cuny.edu

Department Office:

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM
1307 North
(212) 772-5330
Website: http://www.hunter.cuny.edu/chemistry

Assistant to the chair:
Ms. Mirela Settenhofer
(msettenh@hunter.cuny.edu)

Administrative coordinator:
Ms. Shontel Houston
(shousto@hunter.cuny.edu)

Program Advisers

Chemistry Advisers

Faculty

Chemistry Faculty

HEGIS code 1905

CHEM U79000 - Basic Laboratory Techniques for Research in Biochemistry

Lecture and laboratory work dealing with the theories and applications of modern approaches to the solution of chemical problems.

Credits 4 cr
CHEM U79500 - First Level Doctoral Laboratory Research

Hours to be arranged, credits variable.

CHEM U81010 - Research for the Doctoral Dissertation

Credits credits variable, one or more credits per semester
Offered at The Graduate Center

CHEM U81040 - Research for the Doctoral Dissertation

Credits credits variable, one or more credits per semester
Offered at The Graduate Center

CHEM 64000 - Biochemistry 1


Credits lec., 3 cr

CHEM 64000 - Biochemistry 1

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry
Hours 3 hrs.
Credits 3 cr.
fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry 2

Metabolism, biomedical genetics, immuno-biochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000
Credits lec., 3 cr

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000
Hours 3 hrs,
Credits 3 cr
Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020

CHEM 64300A - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.
CHEM 64300B - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

CHEM 64900 - Instrumental Analysis

CHEM 64900 is a laboratory-based introduction to electronic instrumentation-based analytical techniques for chemistry and biochemistry, which focuses on theoretical foundations and practical applications. The course discusses instrumental analysis applications in pharmaceutical research and production, materials, food science, forensics, energy, and medical laboratories, as well as basic research in chemistry, physics and biology. The course will be taught in a mixed format including lectures and laboratory projects, student-led discussions, and a final writing/oral presentation project, with a primary emphasis on laboratory experience.

prereq: Department Permission
Hours 8 hrs (2 hour lecture, 6 hour lab)
Credits 5 cr.

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent
Hours 4 hrs.
Credits 4 cr
Fall

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

Credits 3 cr

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.

Hours 4 hrs,
Credits 4 cr

CHEM 66800 - Structural Biology
This course introduces to students the applications of molecular spectroscopy and other emerging techniques used to study the structure, the molecular interactions of, and the self-assembly of biomolecules. The course will be taught in a mixed format including lectures, computer laboratory projects, student-led discussions on journal papers, and a final writing/oral presentation project. Not open to students who have taken CHEM 369800

prereq: Instructor Permission  
Hours 3 hrs  
Credits 3 cr.

CHEM 67000 - Introduction to Nanotechnology

This course introduces students to the underlying principles and applications of the emerging fields of nanotechnology and nanoscience. Intended for a multidisciplinary audience with a variety of backgrounds, the course introduces tools and principles relevant at the nano scale. The course discusses current and future nanotechnology applications in engineering, materials, physics, chemistry, biology, electronics, and energy. Not open to students who have taken CHEM 36000

prereq: Instructor Permission  
Hours 3 hrs  
Credits 3 cr.

CHEM 69200 - Introduction to Radiochemistry

Introduction to Radiochemistry is a lecture course with a laboratory component. The course will provide an introduction to the fundamental principles of radiochemistry, radioactive counting instrumentation, radioisotope production and applications of radiochemistry.

prereq: Departmental permission  
Hours 5 hrs ( 2 lecture, 3 lab)  
Credits 3 cr.

CHEM 69803 - Chemical Genomics

The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course, students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then, they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

Hours 3  
Credits 3

CHEM 71000 - Advanced Inorganic Chemistry

The theoretical and experimental fundamentals of atomic and molecular structure. Emphasis is on physical interpretation.
prereq: an advanced undergraduate inorganic chemistry course or CHEM 76000
Hours 3 hrs.
Credits 3 cr.

CHEM 75000 - Advanced Organic Chemistry I

Fundamentals of organic chemical principles, reactions and structures.

Hours 45 hrs,
Credits 3 cr

CHEM 75100 - Advanced Organic Chemistry II

A continuation of CHEM 75000

Hours 45 hrs,
Credits 3 cr

CHEM 75200 - Quantum Organic Chemistry

The application of modern theoretical techniques to organic chemical problems

prereq: CHEM 75000 and CHEM 76000
Hours 45 hrs,
Credits 3 cr

CHEM 76000 - Introductory Quantum Chemistry

Systematic development of the theories of chemistry including mathematical development and structural effects and the application of these theories to chemical systems.

Hours 45 hrs,
Credits 3 cr

CHEM 76100 - Spectroscopy

A continuation of CHEM 76000

Hours 45 hrs,
Credits 3 cr

CHEM 77000 - Chemical Thermodynamics

The development of the thermodynamic foundations of chemical processes: both the classical and statistical-mechanical approaches will be used.

Hours 45 hrs,
Credits 3 cr
CHEM 79900 - Thesis Research

Individual research under supervision. Limited to students matriculated for the MA in chemistry.

Credits 3 cr
permission of department required

Courses in Integrated Media Arts

Film and Media Studies

Overview

With a world class faculty and up-to-date production facilities, Hunter College's Department of Film & Media Studies offers a graduate MFA degree in Integrated Media Arts. This degree focuses on politically and socially engaged creative work and the social role of media and technology. Our program educates multi-disciplinary media professionals, socially aware and competent in the diverse range media skills that are being brought together in a digital media environment.

The IMA Program offers a 48-credit course of study, combining analytical seminars, interdisciplinary research, and creative workshops in writing, visual communication, and media production, and culminating in an advanced thesis project and paper. Student work in the program has included single channel documentaries, interactive websites, handmade electro-mechanical devices, public exhibitions, interactive installations, transmedia narratives, live performances, and rich media for the expanding spectrum of screen based platforms. Building on a foundation of research and analysis, IMA students explore and create new ways to advance information and ideas, balancing critical thinking with aesthetics, contemporary issues with an historical perspective, theory with practice, and traditional methods with new technologies.

What can I do with my degree in Film and Media Studies/Integrated Media Arts?

Graduates work in media, communications, advertising, marketing and the entertainment industry. Advances in technology are opening up a host of other career options for individuals with degrees in multimedia. As multimedia continues to infiltrate our culture and work its way into our everyday lives, the future may hold even more unknown opportunities.

Program and Courses

Integrated Media Arts - MFA

Administration and Faculty

Chair:
Kelly Anderson
433 North
(212) 396-6066

Department Office:
433 North
(212) 772-4949
https://ima-mfa.hunter.cuny.edu
Hours of Operation: Monday-Friday 9:00 AM - 5:00 PM

MFA Program Director:
Andrew Lund
402B North
(212) 772-4556
alund@hunter.cuny.edu

Faculty

IMA Faculty

FILPL 37800 - Writing for TV

Intensive advanced workshop in writing for television. Topic and genre change regularly. May be taken twice under a different topic for a total of six credits.

_prereq: FILPL 27600
_Hours 3 hrs.
_Credits 3 cr.

IMA 70000 - Visual Culture Seminar

This course combines self-directed research in visual studies with an introduction to the comparative study of visual culture including approaches from art, media, philosophy and cultural studies contexts. This seminar is a workshop-format research-oriented, criticism-intensive exploration of visual culture methods across media, time periods and critical methods. Students will be asked to develop a Visual Culture Project on a research topic of their own choosing while sharing presentations of readings on topics related to theoretical approaches to visuality drawn from a variety of disciplinary frames designed to give students a broad overview of useful tools for thinking about the visual world.

_Hours 3
_Credits 3

IMA 70200 - History and Theory of Emerging Media

An exploration of the history of digital and Internet-based art, approached through a comparative framework drawn from the aesthetic history of post-war computing, experimental cinema, and contemporary art history.

_prereq: IMA 70000 or IMA 70100
Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70900 - History and Theory of the Documentary

This course examines canonical films from the first 100 years of documentary filmmaking in their historical and theoretical context, and analyzes the formal and technological innovations of documentary's pioneers. The course also explores the intersections of documentary art with other art forms and considers the opportunities and responsibilities of a documentary storyteller.

prereq: IMA 70000 -or- IMA 70100

IMA 75000 - Emerging Media 1

This hands-on production course introduces students to the practical fundamentals of visual studies, design, digital graphics and illustration. It is a foundations course in 2D design, illustration and digital imaging. Students are introduced to a range of media production equipment and techniques, including: The history of design, computer graphics, illustration and new media; Issues in visual studies; Image composition, framing, and layout; Typography and text/image relationships; and Basic imaging and vector based illustration software.

IMA 75100 - Documentary 1

This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.

IMA 75200 - Emerging Media 2

This hands-on class teaches you the skills needed to build basic, well-designed websites. Learn how to layout pages, format text, and optimize images for professional-looking web pages. The course covers HTML, CSS, introductory JavaScript and JS Frameworks, corresponding software as well as combination of text and graphics, creating and optimizing GIFs and JPEGs, animated GIFs. Lectures and exercises focus on creating cohesive websites with effective information architecture, well-designed interfaces, interactivity and usability. Throughout the semester readings relating to net culture, tactical media and other creative forms for network spaces will be required.

prereq: IMA 75000

IMA 75300 - Documentary 2
This workshop guides students through the process of producing and filming a documentary video project. Course work includes researching an idea, writing a proposal and script, developing interview subjects and/or situations for filming, and budgeting, scheduling and shooting the documentary project.

prereq: IMA 75100  
Hours 4 hrs  
Credits 3 cr.

IMA 79600 - Thesis Production

In this first part of a required two-course MFA capstone thesis sequence, students work individually with their primary thesis advisors to conceptualize, research, and develop an original creative thesis project. Students shape a practical and expressive project plan and produce the requisite preproduction elements needed to support the production of the thesis project the following semester.

prereq or coreq: Approval of IMA Program Director  
Hours 3  
Credits 3

IMA 79800 - Thesis Production

Thesis Production is the second part of a required two-course sequence in which students develop and produce an original thesis project as their capstone creative work in the IMA program. During this semester, students will engage in production and postproduction of their thesis projects.

prereq: IMA 796000  
Hours 3  
Credits 3

IMA 79900 - Thesis Extension

Thesis Extension is a continuation of thesis production for students who need additional time to complete their thesis project. This course can be taken twice for credit. Approval of Thesis Advisor and Program Director required.

prereq: IMA 798000 and approval of Program Director required  
Hours 1  
Credits 1

MEDPL 37800 - Writing for TV

Intensive advanced workshop in writing for television. Topic and genre change regularly. May be taken twice under a different topic for a total of six credits.

prereq: FILPL 27600  
Hours 3 hrs.  
Credits 3 cr.

IMA 70100 - Social and Historical Roots of Art and Culture

This seminar examines the social and historical context that has propelled and been influenced by art, media and culture from the 15th century to the present. Our core assumption is that that the production of all forms of culture –
material and non-material – is a fundamental way that we struggle to make sense of a world in which social change constantly challenges taken-for-granted reality. Special emphasis is given to the unique role of the artist as producer of culture, and to the rich inter-disciplinary literature that has examined the creative process and the practical and theoretical challenges faced by artists in a complex society.

IMA 70300 - Documentary Expressions

This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.

IMA 70300 - Media and the Public Sphere

An examination of notions of the public sphere and democracy in relation to historically evolving forms of mass media.

IMA 70400 - Communications and the City

Urban imagery in mass media and its varying relations to problems of urban life.

IMA 70600 - Documentary Production

This workshop guides students through the process of producing and filming a documentary video project. Course work includes researching an idea, writing a proposal and script, developing interview subjects and/or situations for filming, and budgeting, scheduling and shooting the documentary project.

IMA 70800 - Global Communication

Current problems and issues of global communications.
Hours 3 hrs
Credits 3 cr.

**IMA 71000 - Advanced Studio: Documentary**

Provides students the opportunity to work on an advanced documentary project and participate in group and individual critiques with MFA faculty. Particular emphasis will be on helping students prepare for the MFA Thesis Project. Students may repeat this Advanced Studio once with a different project.

*prereq: IMA 70400, 70500, 70600 and either 70700 or 70800 and approval of instructor

Hours 3
Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

**IMA 71300 - Visible Evidence: Realist Strategies in Film, Video and TV**

An examination of the representational strategies through which film, video and TV images achieve verisimilitude, the appearance of transparently and objectively displaying reality.

*prereq: IMA 70100
Hours 3
Credits 3
Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

**IMA 72400 - Developing and Producing Non-Fiction Media**

This course covers developing and producing non-fiction media for the screen across multiple platforms. Development topics include research methods, grant proposal and treatment writing, and creative project presentation. Producing fundamentals such as budgeting, scheduling, crewing, field producing, post-production, and deliverables are also covered. Students study different genres, formats and approaches to non-fiction production and complete a written proposal for a personal non-fiction project that is at the pre-production stage of development.

*prereq: IMA 75100
Hours 3 hrs
Credits 3 cr.

**IMA 74200 - Web Documentary**

This is a production course with a technical emphasis on popular code-based techniques for web development including HTML5, CSS, JavaScript, PHP and MySQL. Documentary-related media forms will be generated (including research, photography, audio and video content) to consider creative and documentary process for web dissemination. Throughout the semester, readings relating to net culture, tactical media and other creative forms for network spaces will be required.

*prereq: IMA 75200, 75300
Hours 4 hrs
Credits 3 cr.

**IMA 74300 - Collective Documentary**
This production workshop involves the student in all aspects of a collectively produced media project framed by a
discussion of the theoretical issues of collaborative and collective media production, and an examination of the history
of collective practices in the making of film and video from the 1930s to today.

prereq: IMA 75300
Hours 4 hrs
Credits 3 cr.

IMA 74400 - Digital Design: Print and Interactive Media

In this studio workshop course, the communicative capacities of various digital design formats and techniques will be
c Creatively applied to the creation of four functional design projects.

prereq: IMA 70200
Hours 4
Credits 3
Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74400 - Microcultural Incidents: Ethnography & Experimental Media

This combined screening and production course unpacks and investigates several thematic and conceptual concerns
found within a broad range of recent experimental films and videos, including: the desire for cultural definition; the
forces at play in the constitution of self; the relationship between self and other; the pleasures and problematics of
intercultural encounters; and the secret histories of various subcultures. These concerns are evidence of what could be
called an ethnographic impulse in experimental media. This course explores the wide variety of ways in which that
impulse is manifested.

prereq: IMA 75100
Hours 3
Credits 3

IMA 74700 - Documentary Editing

Creative, technical and project management aspects of digital non-linear editing. Students are expected to bring
projects, filmed in previous classes, to a fine cut stage.

prereq: IMA 75300
Hours 3 hrs
Credits 3 cr.

IMA 75400 - Advanced Studio: Emerging Media

Provides students the opportunity to work on an advanced emerging media project and participate in group and
individual critiques with MFA faculty. Particular emphasis will be on helping students prepare for the MFA Thesis
Project. Students may repeat this Advanced Studio once with a different project.

prereq: IMA 75200, 75300, 70200, and 70900 -or- approval of instructor
Hours 3 hrs
Credits 3 cr.
IMA 75500 - Advanced Studio: Documentary

Provides students the opportunity to work on an advanced documentary project and participate in group and individual critiques with MFA faculty. Particular emphasis will be on helping students prepare for the MFA Thesis Project. Students may repeat this Advanced Studio once with a different project.

*prereq: IMA 75200, 75300, 70200, and 70900 -or- approval of instructor

Hours 3 hrs
Credits 3 cr.

IMA 76200 - Interactive Expression

Aesthetics and techniques of Web-site and interactivity design, encompassing both graphic presentation and information architecture.

*prereq: IMA 75200

Hours 4 hrs
Credits 3 cr.

IMA 76400 - 3D Animation and Modeling

This hands-on production course will examine essential concepts and practices that form the basis of 3D animation. While this course primarily focuses on the use of 3D animation for linear video output, we will also explore the possibilities of this digital framework for other media and expressive forms, such as print, graphic novels, film making, and net-based art.

3D digital animation is often used to create imagery that simulates the visual and physical aspects of the "real world." This hands-on production course will examine essential concepts and practices that form the basis of 3D animation. Through readings, discussions, viewings, and critique, this class will address how realism is constructed and perceived through an underlying set of aesthetic conventions via computer graphics. While this course primarily focuses on the use of 3D animation for linear video output, we will also explore the possibilities of this digital framework for other media and expressive forms, such as print, graphic novels, film making, and net-based art.

*prereq: IMA 75000 and 75100

Hours 3 hrs
Credits 3 cr.

IMA 76500 - Interactive Installation

This hands-on course will focus on the current state of interactive media in a collaborative environment. Students will create projects integrating video, sound, and text. The course will explore various technologies and equipment such as using sensors for real-time interactivity. Lectures and exercises focus on applying interactivity, interface, and usability design concepts to projects. Students will gain skills in coding concepts, hacking existing technology, and the process for interactive media projects.

The course will cover the process from the project idea to research, designing, building, testing, planning, and use of space (real and virtual) for presentation. Visits to museums and galleries will help students look at interactive media with a critical eye. The course will culminate in a public show - an exhibition of installation work and an electronic portfolio on the web.

*prereq: IMA 75000 and 75100

Hours 3 hrs
Credits 3 cr.
IMA 76600 - Three Dimensional Virtual Environments

An introduction to fundamental skills and creative approaches for the development of computer-generated 3D interactive virtual environments.

prereq: IMA 75000
Hours 3 hrs
Credits 3 cr.
Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 76700 - Physical Computing

This hands-on class is an introduction to electronics, circuit building and the programming of microcontrollers for the production of interactive creative works that may include installation and art objects. Through a series of exercises, demonstrations and tutorials, students will gain a basic understanding of electronic hardware components, circuit design, input-output board construction and basic microcontroller programming. Students will also learn about the history of non-screen-based interactivity in Media Arts.

prereq: IMA 75000 and 75100
Hours 3 hrs
Credits 3 cr.

IMA 76800 - Nonlinear Storytelling

This class is a workshop that explores different forms of nonlinear narrative while providing a space for students to practice their own development of stories for nonlinear forms. Through readings, art and media examples, and class discussions, students will develop strategies and ideas culminating in an ambitious nonlinear storytelling media project. Students are encouraged to bring material (sketches, research, writing, footage) to the class that they may already be working with.

prereq: IMA 75000 and 75100
Hours 3 hrs
Credits 3 cr.

IMA 77100 - Media, Community Advocacy & the Urban Environment

This class is a collaborative workshop that brings together Integrated Media Arts students with graduate students from Urban Affairs & Planning. The goal is to create media for community organizing and development aimed at improving the quality of local environments. Students will work in small groups to create short documentaries (or other types of media) dealing with a particular New York City neighborhood and a critical social issue residents or business owners are facing in that community.

prereq: IMA 75100
Hours 3 hrs
Credits 3 cr.

IMA 78000 - Special Topics in Integrated Media Arts

A three hour, three credit rubric for analytical and production courses that explore special topics in Integrated Media Arts. Courses offered under this rubric will provide expanded course descriptions that will be distributed to IMA students.
prior to registration.

**IMA 78001 - Media Activism**

An exploration of the rich history and representational strategies of alternative media used by movements for social change from the 1930s until the present. This course introduces students to the techniques and approaches of social change and development media in a context of theoretical discussion.

**IMA 78043 - Neighborhood News**

Students write articles for a community newspaper, the Hunts Point Express, and accompanying website, (www.huntspointexpress.com). As reporters, students spend time in the South Bronx to research stories on topics that include environmental justice issues, education, housing, health, jobs, gentrification and crime. Work may include multimedia component.

**IMA 78048 - Culture Jamming**

Theory and technique of art and design strategies that subvert popular media frameworks. Students will learn non-traditional methods of circulating messages which circumvent or critique mass media communications.

**IMA 78052 - Story Strategies**

This course examines a broad range of approaches to storytelling in the fictional narrative feature film. Students will closely examine tactical narrative elements including dramatic structure, character/voice, time, tone and genre in conventional and alternative work. Students will develop treatment and beginning of an original screenplay.

**IMA 78081 - Sound Environments**
An exploration of contemporary issues and techniques of sonic media. Course explores critical writings in music history, sound and media theory while students experiment with designing linear and non-linear sound installations.

**prereq:** IMA 70200  
**Hours:** 4  
**Credits:** 3

**IMA 78200 - Special Topics in Integrated Media Arts**

A four hour, three credit rubric for analytical and production courses that explore special topics in Integrated Media Arts.  
Courses offered under this rubric will provide expanded course descriptions that will be distributed to IMA students prior to registration.

**prereq:** IMA 70000, 75000, and 75100  
**Hours:** 4  
**Credits:** 3

**IMA 78300 - Intensive Tools and Technology Workshop**

An intensive hands on workshop training students in the tools and technology of integrated media arts.  
Courses offered under this rubric will provide expanded course descriptions that will be distributed to IMA students prior to registration.

**prereq:** Varies according to the specific workshop parameters.  
**Hours:** 1 hr  
**Credits:** 1 cr.

**IMA 78301 - Intensive Tools and Technology Workshop: Sound**

In this class students will learn and apply sound production theories and techniques. They will become familiar with the language of audio professionals and the equipment they use, as well as current industry practices used by sound recordists, sound mixers, and boom operators.  
Students will also learn and practice technical skills useful toward becoming professional audio production recordists, sound mixers, and boom-operators. Fundamental best practices are emphasized.

In addition to learning the technical skills students will also become familiar with sound's role in media production, and better understand how both audio production and post-production sound design contribute to the documentary production process.

**prereq:** Permission of graduate adviser  
**Hours:** 1 hr.  
**Credits:** 1 cr.

**IMA 78302 - Intensive Tools and Technology Workshop: Lighting**

This class will approach the subject from both a technical and aesthetic perspective. Students will learn how to light from a variety of situations including the basic single interview, group interviews/settings, action and verite.  
Students will also learn aesthetic and stylistic approaches that communicate particular meaning through certain achieved 'looks'. They will also become familiar with the wide variety of equipment and instruments (such as chimera soft box, scrims, gels, cutters, flags, etc.) that are industry standard, as well as learn of less expensive "guerilla" style alternatives. Students practice working with light measurement, exposure latitudes, lighting ratios and color.
temperature control.

prereq: Permission of graduate adviser
Hours 1 hr
Credits 1 cr.

IMA 78303 - Intensive Tools and Technology Workshop: HD Cinematography

This class will approach the subject from a technical and aesthetic perspective. Students will learn camera fundamentals including how to set up a camera to ensure the highest quality image. They will learn the basics of digital cinematography principles for both video and DSLR cameras. In addition to learning how to employ technical skills, students will learn the technical background behind the functionality to gain a better understanding of the electronic inner workings of a camera. Students will also learn the basic aesthetic components to shooting including composition, framing, movement, perspective and angle, with an eye to developing an individual aesthetic and artistic point of view as expressed through the lens.

prereq: Permission of graduate adviser
Hours 1 hr
Credits 1 cr.

IMA 78800 - Master of Fine Arts Thesis Project

This capstone project must be completed satisfactorily before graduation. It includes an advanced creative work, a written component, a thesis defense, and exhibition of work in the Thesis Show. Students meet individually with a Primary Thesis Adviser from the department's permanent faculty, along with periodic consultations with secondary and tertiary advisers. The Thesis Project must integrate elements from across the Program's production curriculum and incorporate a critical component.

prereq: Approval of graduate adviser required.
Hours 3 hrs
Credits 3 cr.
Non-matriculated students are never permitted to enroll.

IMA 78900 - Independent Study

A 3 credit rubric for student's independent study.

prereq: IMA 75200 and 75300
Hours To be arranged
Credits 3 cr.

IMA 79000 - Independent Study

Rubric for student's independent study.

prereq: IMA 75200 and 75300
Hours to be arranged.
Credits 1 cr
Non-matriculated students are never permitted to enroll.

IMA 79100 - Independent Study
Rubric for student's independent study.

*prereq: IMA 75200 and 75300

*Hours to be arranged.*

*Credits 2

*Non-matriculated students are never permitted to enroll.*

**IMA 79200 - Interdisciplinary Research**

Rubric for student's interdisciplinary research elective.

*prereq: IMA 7500 and 75300

*Hours to be arranged.*

*Credits 3 cr.

*Non-matriculated students are never permitted to enroll.*

**Courses in Nursing**

**School of Nursing**

**Overview**

The Hunter-Bellevue School of Nursing is located at Hunter College's Brookdale Health Science Center at 425 East 25th Street in Manhattan, near Bellevue Hospital. The School's programs combine liberal and professional education with a humanistic and comprehensive approach to health care. The School's mission is to provide quality nursing education to promote health and provide care to culturally diverse, urban, and global communities through research, scholarship, and service. The School's programs combine liberal and professional education with a humanistic and comprehensive approach to health care.

The School offers accredited programs leading to the Master of Science (MS) and the Doctor of Nursing Practice (DNP) degrees. The School also offers a post-graduate advanced certificate program. Graduates meet the educational requirements for national board certification in their specialties. In addition, a PhD program in Nursing is offered by the City University of New York Graduate Center in conjunction with Hunter College, Lehman College, and The College of Staten Island. For information, please go to www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Nursing.

**What can I do with my degree in Nursing?**

The MS program educates nurses for roles as gerontological/adult nurse practitioners (NPs), psychiatric/mental health NPs, adult-gerontological acute care clinical nurse specialists, community/public health practitioners and nurse administrators. The post-graduate certificate program prepares psychiatric/mental health NPs. The DNP program offers concentrations for Adult/Gerontological NPs, Family NPs and Psychiatric/Mental Health NPs.

**Programs and Courses in Nursing**

Programs and Courses in Nursing
Accreditation

The baccalaureate degree in nursing programs, the master's degree in nursing programs, and the Doctor of Nursing Practice program at Hunter College, CUNY, are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

Licensing

Graduates of the advanced practice nursing programs are eligible to take the certification examinations for nurse practitioners and clinical nurse specialist.

Centers

The Health Professions Education Center (HPEC) is an academic learning center serving all students and faculty at the Hunter College Nursing and School of Health Professions. A variety of comprehensive support services and programs are offered at the HPEC to enhance student academic success, retention, and completion rates by applying best practices and addressing student learning needs from multiple pedagogical perspectives. Our services are designed to develop critical thinking, reinforce practice of clinical skills, and foster a supportive, professional environment for student collaboration and scholarship.

The HPEC combines traditional approaches to teaching with new instructional technologies that reflect the dynamic nature of all health professions. Services at the center include:

- Access to the largest collection of health-related videos and instructional media within CUNY.
- Computer-aided educational software and virtual training technologies.
- Access to state board testing preparation programs.
- Technology support at the Hunter College Brookdale Campus.
- Beta testing and evaluation of new instructional media.
- Faculty consultation for research and classroom media integration.
- Development and administration of e-learning initiatives, online testing, and digital content.
- Individual and group study support.
- Simulation laboratory support through the New York Simulation (NYSIM) Center.

Faculty and students from all Hunter College schools and departments are always welcome to view the many resources available at the HPEC.

Director: Martin Dornbaum; Mezzanine floor, Brookdale West Building; (212) 481-5129, mdornbau@hunter.cuny.edu; Evening Supervisor: Peter Marquez; edcenter@hunter.cuny.edu

Website: http://www.hunter.cuny.edu/shp/centers/hpec/

The center maintains regular office hours throughout the academic year, Monday-Thursday 9AM-9PM and Fridays 9AM-5PM.

Administration and Faculty

425 East 25th St.
New York, NY 10010
http://www.hunter.cuny.edu
Joan Hansen Grabe Dean of Nursing
Gail C. McCain
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(212) 481-7596

Associate Dean, Administration
Frank Flammino
600A Brookdale Campus West
(212) 481-7667

Associate Dean, Research
Elizabeth Cohn
622 Brookdale Campus West
(212) 396-7202

Associate Dean, Graduate Programs
Mary Hickey
506 Brookdale Campus W
212 396-7147

Faculty

Hunter-Bellevue School of Nursing: Faculty

**NURS 66400 - Legal Issues in Nursing**

The purpose of this course is to examine the multiple relationships between nursing and the law, with a particular focus on accountability for advanced and specialty practice. The course examines sources of law and the role of the courts in the continuing development and application of law to health care and the health professions. Specific legal issues, such as malpractice and informed consent, are analyzed. Distinctions between civil and criminal liability are explored, along with the roles of licensing boards and other government agencies. The course also examines relationships between law, ethics, policy and global health.

*Hours 45 hrs.*
*Credits 3 cr.*

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*
*Credits 3*

**NURS 70100 - Assessment, Measurement, and Evaluation in Nursing Education**
Various methods of assessment and evaluation of learning will be addressed within a nursing context.

*Hours 45 hrs.*
*Credits 3 cr.*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*

*Hours 45*
*Credits 3*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45*
*Credits 3*

**NURS 70700 - Nursing of Persons with HIV Infection**

Analysis and evaluation of nursing strategies at the level of secondary prevention with persons who are HIV-positive in order to assist them to maintain optimum levels of wellness.

*Hours 45 hrs.*
*Credits 3 cr.*

**NURS 70800 - Nursing of Persons with AIDS**

Analysis and evaluation of nursing strategies at the level of tertiary prevention with persons with AIDS in order to assist them to maintain and restore health.

*Hours 45 hrs.*
*Credits 3 cr.*

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45*
*Credits 3*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.
prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 71900 - Psychopharmacology

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700, NURS 74800, NURS 75100, NURS 77800, NURS 77900

NURS 73000 - Instructional Design in Nursing Education

Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

Hours 45 hrs.
Credits 3 cr.

NURS 73100 - Practicum in Nursing Education

Teaching practicum in academic and institutional settings under the guidance of experienced educators. Emphasis is on the development, implementation, and evaluation of educational programs.

prereq: NURS 73000, NURS 75200, NURS 70100
Hours 30 hours lecture, 15 hrs seminar, 105 hrs clinical
Credits 4 cr

NURS 73400 - Writing, Communication, and Healing

This course provides learners with opportunities to improve their writing skills; to increase their confidence in their expressive ability; to produce a clear, publishable paper; to communicate more effectively; and to explore the use of reflective writing as a healing method.

Hours 45
Credits 3

NURS 73500 - Leadership and Management in Health Care I

Analyses of how nurse leaders and other health professionals in integrated managed care networks and community-based organizations understand and apply leadership and management theories and principles.

prereq: NURS 70000, NURS 70200, NURS 74900
coreq: PAF 91000, PAF 91030
Hours 30 hours theory, 15 hours seminar, 166 hours practicum,
Credits 5 cr
NURS 73600 - Trauma Nursing: The First 72 Hours
This course provides specialized content on the assessment, management, and prevention of complications in the multiple trauma patient in the first 72 hours.

Hours 45
Credits 3

NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner
This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 74000 - Leadership and Management in Health Care II
Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

prereq: NURS 70400, NURS 73500
Hours The credits/hours are 37.5 hrs lecture, 15 hrs seminar, 166 hrs practicum
Credits 5 cr.

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I
Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000
prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100
Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,
Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II
Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742
prereq or coreq: NURS 704
Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III
An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300
Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,
Credits 5 cr

**NURS 74500 - Leadership and Management in Health Care III**

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

prereq: NURS 74000
Hours 37.5 hours theory, 15 hours seminar, 166 hours practicum,
Credits 5 cr

**NURS 74600 - Epidemiology of behavioral health and community mental health**

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

**NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness**

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700,
coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**
This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*
*coreq: NURS 71700*
*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*
*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75200 - Advanced Concepts in Nursing Education**

Advanced concepts in nursing education that allow for the construction of nursing education programs will be explored. Issues critical to academic and institutional education will be examined.

*prereq: NURS 73000*
*Hours 45 hrs.*
*Credits 3 cr.*

**NURS 75400 - Psychosocial Behavioral Patterns of Older Adults**

Integration of the theoretical foundations of biological, psychological, social, and cultural patterns of aging that form the assessment data base for the case management of older adults, families, and communities.

*prereq: NURS 70000*
*Hours 45 hrs.*
*Credits 3 cr.*

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.
NURS 75700 - Primary Care Nursing II

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

prereq: NURS 75500
Hours 3 hours /week lecture 1 hour /week seminar
Credits 6: 3 credits theory (45 hours /semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900
prereq or coreq: NURS 71700, NURS 75000, NURS 75100
Hours 30 hrs theory: 165 hrs clinical practicum, including 15 hrs clinical seminars,
Credits 5

NURS 76200 - Clinical Leadership in Nursing II

Synthesis of all aspects of leadership, care, and information management. Guided learning opportunities and clinical immersion in a unit or setting specific area; facilitates the integration of the multiple CNL functions into a professional model of CNL practice.

prereq: NURS 76100
Hours 60 hrs theory: 335 hrs clinical practicum (immersion), including 30 hrs clinical seminars
Credits 10

NURS 76600 - Adult- Gerontology Clinical Nurse Specialist I

This Adult-Gerontology Clinical Nurse Specialist (CNS) program will assist students to develop specialized knowledge in the management of complex adult patients with select acute and chronic diseases. Role expectations and implementation of the CNS competencies are explored. Students are expected to develop a broader understanding of professional CNS practice competencies and clinical practice issues from classroom sessions and during supervised clinical placements in diverse settings.
NURS 76700 - Adult-Gerontology Clinical Nurse Specialist II

Using a nursing science framework, this course emphasizes intervention strategies and health care protocols for complex multisystem health problems and human responses of adults and older adults in a variety of health care settings. Supervised practicum continues to provide opportunities to integrate previous learning experiences. Strategies for evaluating the outcomes of care interventions from a leadership perspective are emphasized through the final capstone project. Students will demonstrate an in depth ability to utilize case studies integrating pathophysiology, advanced assessment, pharmacotherapeutics, and evidence-based standards of care to plan for and achieve positive patient outcomes for selected patients with an emphasis on the older adult. Strategies to interpret the adult-geriatric CNS role in health care to other health care providers and the public are discussed.

prereq: NURS 76600
Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum
Credits 5

NURS 76800 - Primary Care Nursing III

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

prereq: NURS 75700
Hours 3 hours /week lecture; 1 hour/week seminar
Credits 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

NURS 77100 - Community/Public Health Nursing I

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400
Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,
Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400
NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

NURS 77600 - Interdisciplinary Approaches to Diabetes Management

This course will provide an overview of the field of diabetes and diabetes management. It will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

Cross-listed PH 77013

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-
help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.

NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Hours 22.5 hours – Seminar, 315 hours - Clinical
Credits 4.5 cr.

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

*coreq: NURS 70000
Hours 15 hours
Credits 1 cr.*

**NURS 78500 - Hospice and Palliative Symptom Management**

Management of hospice and palliative care treatment modalities for use with diverse populations in multiple settings.

*prereq: NURS 71700, NURS 75000, NURS 75100
Hours 45 hrs.
Credits 3 cr.*

**NURS 78600 - Interdisciplinary Palliative and Hospice Care**

Foundational aspects of interdisciplinary palliative and end of life care, and service coordination.

*prereq: None
coreq: NURS 78600
Hours 45 hrs.
Credits 3*

**NURS 78700 - Advanced Palliative Care Practice I**

Theories, research and strategies for palliative and end-of-life nursing care of patients from birth to death are analyzed in seminar and applied in clinical settings.

*prereq: NURS 78500
prereq or coreq: NURS 78600
Hours 1 hour per week for Seminar + 17.5 hours per week for Clinical Practicum (15 hours Seminar per semester + 262 hours Clinical Practicum per semester)
Credits 3.5 (1 credit Seminar + 2.5 credits Clinical Practicum)*

**NURS 78800 - Advanced Palliative Care Practice II**

Advanced palliation and hospice practicum for students in select clinical settings.
prereq: NURS 78700

Hours 1 hour per week for Seminar + 17.5 hours per week for Clinical Practicum (15 hours Seminar per semester + 262 hours Clinical Practicum per semester)

Credits 3.5 (1 credit Seminar + 2.5 credits Clinical Practicum)

This is the second of a two-part clinical practicum preparing advanced practice nurses to work with palliative or hospice patients and their families. Seminars will incorporate the core curriculum of the End of Life Nursing Consortium (ELNEC), providing each successful candidate with an ELNEC trained certificate. It is the final course required for advanced practice nurses who may choose to take the Hospice and Palliation Nurses Association Certification Examination.

NURS 79100 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 15 hrs,
Credits 1 cr
A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 79200 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 30 hrs,
Credits 2 cr
A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 79300 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 45 hrs,
Credits 3 cr
A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400

Hours 45
Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100

NURS 85000 - Health Policy and Population-Focused DNP Practice
An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

*prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3*

**NURS 87100 - Advanced Practice Public Health Nursing I**

Analysis of the Advanced Practice Public Health Nurses (AAPHN) role in the use of technology to promote population health in order to achieve the DNP Competency Areas: Technology & Information Literacy Analysis and Quality of Practice.

*prereq or coreq: NURS 77100, NURS 85000
Hours 15 seminar, 86 clinical
Credits 1*

**NURS 89000 - DNP Practicum**

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

*prereq: NURS 85500, 84200 or 87100. Instructor permission required.
Hours 52.5 practicum hours; individual or group conferences with faculty
Credits 0.5 cr.*

**NURS 89100 - DNP Practicum**

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

*prereq: NURS 85500, 84200 or 87100. Instructor permission required.
Hours 105 practicum hours; individual or group conferences with faculty
Credits 1 cr.*

**NURS 89200 - DNP Practicum**

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

*prereq: NURS 85500, 84200 or 87100. Instructor permission required.
Hours 210 practicum hours; individual or group conferences with faculty
Credits 2 cr.*

**NURS 89300 - DNP Practicum**
This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

prereq: NURS 85500, 84200 or 87100. Instructor permission required.

Hours 315 practicum hours; individual or group conferences with faculty
Credits 3

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required

Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required

Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required

Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required

Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

**Courses in School of Education**
School of Education

General Information

- Graduate Programs: Information
- School of Education: Administration
- Accreditation
- Faculty for the School of Education

Admission

- General Information
- How to Apply + Online Application
- Application Deadlines (Fall and Spring Admission)
- Standardized Tests
- Readmission

Programs in School of Education by Program Type

- Programs in School of Education

Full Program and Course Lists

- Course List: School of Education
- Full Program List: School of Education

Academic Affairs and Policies

- The Office of Academic and Student Affairs (OASA)
- School of Education Fall 2020 Credit/No-Credit Grading Policy
- Changing Programs
- Degree Requirements
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- Course Equivalency
- Transfer of Credit
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- New York State Certification

Clinical Experiences

- The Office of Clinical Experiences
School of Education Career Services

- Career Services Support

Partnerships Programs

- The Office of Partnership Programs
- Collaborative Leadership Advancing School Success
- East Harlem Teaching Residency
- New Visions-Hunter College Charter Residency Program
- Lincoln Center Scholars Program
- New York City Teaching Fellows
- Subsidized Bilingual Extension Program
- Teach for America
- NYC Teaching Collaborative

Research and Training Centers in Teacher Education

- Research and Training Centers: Introduction
- Autism Research Policy and Practice (HARPP) Center
- Center for Gifted Studies and Education
- The Learning Lab
- Literacy Space
- Math Center
- Frankfort Center for Learning and Scholarly Technologies

School of Education's Department Information

- Department of Curriculum and Teaching
- Department of Educational Foundations
- Department of Special Education

ADSUP 70400 - Leadership to Enhance Human Resources

Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts; intensive experience in group process and the development of a positive school climate and culture.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4
ADSUP 70600 - School-Based Field Experience Seminar in Administration and Supervision

An intensive school-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention.

*Hours 200 hrs of leadership experiences in field work*

ADSUP 70700 - District/Region Field Experience Seminar in Administration and Supervision

An intensive district/region-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention.

*Hours 200 hrs of leadership experiences in field work*

ADSUP 71500 - Supervision for the Improvement of Instruction

An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

*Hours 60 hours plus 25 to 35 hrs of leadership experiences in field work*
*Credits 4*

ADSUP 71600 - Leadership Strategies for School Reform

An introduction to leadership theory, school, district reform and the school principalship. Leadership theory is explored from a systems perspective with a focus on both the theoretical and practical tools for promoting school and district change that leads to high levels of student achievement.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work*
*Credits 4*

ADSUP 71700 - Seminar in Evaluating and Applying Educational Research

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work*
*Credits 4*

ADSUP 72100 - Legal Issues, Finance, Facilities and Operations
A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work*

**Credits 4**

**ADSUP 73100 - Using Data, Technology and Assessment to Plan and Design Curriculum and Instruction**

This course provides students seeking to be instructional leaders with both the theoretical and the practical considerations necessary for using technology, data, and assessment to plan and design curriculum for effective instruction.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work*

**Credits 4**

**ADSUP 74100 - School District Leadership: Problems and Issues**

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work*

**Credits 4**

**ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision (KC)**

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

*Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract*

**Credits 4**

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**ADSUP 75600 - Professional Discourse and Leadership in Gifted Education**
Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed SPED 75600, CEDC 75600, CEDF 75600  
prereq or coreq: SPED 75300 and SPED 75400  
Hours includes 10 hrs field experience  
Credits 3

**ARTED 71000 - Methods for Childhood Art Education - Grades PreK-6 (KC)**

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for children from Pre-K to grade 6. It emphasizes children's aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades PreK-6.

Includes 36 hours of fieldwork in a school.  
prereq or coreq: SEDF 70300 and SEDF 70400  
Hours 3 hrs  
Credits 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**ARTED 71100 - Methods of Teaching the Visual Arts Grades 7-12 (KC)**

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for the adolescent. Focus: It emphasizes adolescent aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades 7-12.

Course includes 48 hours of fieldwork in a school. Students are observed and evaluated in the field at least once.  
prereq: ARTED 71000 and SEDF 70500  
Hours 3 hrs  
Credits 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**ARTED 71200 - Student Teaching in the Visual Arts Grades Pre-K-12 (KC)**

Teacher candidates complete a total of 70 days of student teaching Monday through Friday (35 days of student teaching at grades pre-K-6 and 35 days at grades 7-12) under the supervision of a Hunter College faculty member and a certified Art Educator in a New York City school selected by the college.  
Students receiving a grade below B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program.
prereq: ARTED 71000 and ARTED 71100 plus 6 credits in ARTH and ARTCR

Hours 2 hours (includes 70 days in the field)

Credits 5 credits

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CHND 71200 - Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Chinese, Grades 7-12

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.

prereq or coreq: SEDF 70400 or permission of the adviser

Credits 3

CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12

This course aims to familiarize prospective school teachers, grades 7-12 with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser

Credits 2

CHND 73100 - Student Teaching in Chinese, Grades 7-12

Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser.

Hours 60 days, 30 hrs seminar plus workshops and conferences,

Credits 5

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student
learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take C Hernandez 4110 must also take C Hernandez 4120.

prereq or coreq: CHND 71200 or permission of the adviser.
Hours 30 hrs plus conferences
Credits 2

CHND 74120 - Practicum in Chinese, Grades 10-12

Supervised practicum for teachers of Chinese in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take CHND 74120 must also take CHND 74110

prereq or coreq: CHND 71200 or permission of the adviser.
Hours 30 hrs plus conferences,
Credits 2

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

prereq or coreq: SEDF 70400
SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

prereq or coreq: SEDF 70400

Hours 45 hrs,
Credits 3 cr

SEDC 71500 - Advanced Curriculum Development in U.S. History and Civics for Urban Contexts, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

prereq or coreq: SEDF 70400 or SEDF 70500

Hours 3
Credits 3

SEDC 71600 - Math: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the contents of mathematics programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of mathematics. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45 hrs
Credits 3

SEDC 71700 - Social Studies: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of social studies programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of social studies. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45
Credits 3

SEDC 71800 - Science: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of science programs and curricula in grades 7–12 and formulate teaching methodology for the meaningful learning of science. Strong emphasis will be placed on teaching students with special needs and English
language learners.

Hours 45 hrs
Credits 3

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72100 - Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12 (KC)

Methodology that facilitates the learning of English language arts for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticisms. These presentations will be videotaped for further self-analysis at home. New York State and city teaching standards will be applied throughout the course.

prereq: SEDC 71100
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SEDC 72300 - Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 72500 - Advanced Curriculum Development in World History and Global Education for Urban Contexts, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDF 704 or SEDF 70500
Hours 2 (30 hrs fieldwork)
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SEDC 73000 - Development of Mathematical Thinking: Implications For Teaching and Learning Mathematics in Grades 7 to 12

A course exploring the role of the teacher in developing mathematical reasoning ability in students. What are the possibilities and limitations? A research-based approach to the problem of providing a solid mathematics education for all students.

SEDC 73100 - Seminar in Mathematics Curriculum, Grades 7-12

A study of the current Standards-Based Mathematics Curriculum from an historical perspective.

SEDC 73200 - Research Seminar in Mathematics Education, Grades 7-12

A course in which students will study the research relative to the mathematics curriculum and complete a research project in a field of mathematics education of their choice.

SEDC 75100 - Student Teaching in English, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72100
*prereq or coreq: SEDF 70600
*Hours 45; 60 days student teaching plus workshops and conferences,
*Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 75201 - Student Teaching in French, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72200
*prereq or coreq: SEDF 70600
*Hours 45; 60 days student teaching plus workshops and conferences,
*Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 75202 - Student Teaching in Italian, Grades 7–12 (KC)
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72200  
**prereq or coreq:** SEDF 70600  
**Hours:** 45; 60 days student teaching plus workshops and conferences,  
**Credits:** 5  

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SEDC 75203 - Student Teaching in Spanish, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72200  
**prereq or coreq:** SEDF 70600  
**Hours:** 45; 60 days student teaching plus workshops and conferences,  
**Credits:** 5  

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SEDC 75300 - Student Teaching in Mathematics, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72300  
**prereq or coreq:** SEDF 70600  
**Hours:** 45; 60 days student teaching plus workshops and conferences,  
**Credits:** 5  

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SEDC 75401 - Student Teaching in Biology, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 75402 - Student Teaching in Chemistry, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 75403 - Student Teaching in Physics, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 75404 - Student Teaching in Earth Science, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 75500 - Student Teaching in Social Studies, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72500
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 75600 - Student Teaching in Music, Pre-K–12 (KC)

Teacher candidates complete 30 days of student teaching at grades Pre-K–6 and 30 days at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: MUSED 67800
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 76110 - Student Teaching in English, Grades 7–9 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 45 hours, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76110 must also complete SEDC 76120 or SEDC 77120.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SEDC 76120 - Student Teaching in English, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 30 hours, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76120 must also complete SEDC 76110 or SEDC 77110.

SEDC 76211 - Student Teaching in French, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76211 must also complete SEDC 76221 or SEDC 77221.

SEDC 76212 - Student Teaching in Italian, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76212 must also complete SEDC 76222 or SEDC 77222.

SEDC 76213 - Student Teaching in Spanish, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76213 must also complete SEDC 76223 or SEDC 77223.

SEDC 76221 - Student Teaching in French, Grades 10–12
Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76221 must also complete SEDC 76211 or SEDC 77211.

SEDC 76222 - Student Teaching in Italian, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76222 must also complete SEDC 76212 or SEDC 77212.

SEDC 76223 - Student Teaching in Spanish, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76223 must also complete SEDC 76213 or SEDC 77213.

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 45 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 30 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 76411 - Student Teaching in Biology in Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76411 must also complete SEDC 76421 or SEDC 77421.

SEDC 76412 - Student Teaching in Chemistry, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76412 must also complete SEDC 76422 or SEDC 77422.

SEDC 76413 - Student Teaching in Physics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76413 must also complete SEDC 76423 or SEDC 77423.

SEDC 76414 - Student Teaching in Earth Science, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
**SEDC 76421 - Student Teaching in Biology, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76421 must also complete SEDC 76411 or SEDC 77411.*

**SEDC 76422 - Student Teaching in Chemistry, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76422 must also complete SEDC 76412 or SEDC 77412.*

**SEDC 76423 - Student Teaching in Physics, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76423 must also complete SEDC 76413 or SEDC 77413.*

**SEDC 76424 - Student Teaching in Earth Science, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76424 must also complete SEDC 76414 or SEDC 77414.*
**SEDC 76510 - Student Teaching in Social Studies, Grades 7–9**

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDF 72500*
*prereq or coreq: SEDF 70600*
*Hours 45 hrs, 30 days student teaching plus conferences,*
*Credits 3 cr*

*Students who enroll in SEDC 76510 must also complete SEDC 76520 or SEDC 77520.*

**SEDC 76520 - Student Teaching in Social Studies, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDF 72500*
*prereq or coreq: SEDF 70600*
*Hours 30 hrs, 30 days student teaching plus conferences,*
*Credits 3 cr*

*Students who enroll in SEDC 76520 must also complete SEDC 76510 or SEDC 77510.*

**SEDC 76610 - Student Teaching in Music, Grades Pre-K–6**

Teacher candidates complete 30 days of student teaching at grades Pre-K–6 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: MUSED 67800*
*prereq or coreq: SEDF 70600*
*Hours 30 hrs, 30 days student teaching plus conferences,*
*Credits 3 cr*

*Students who enroll in SEDC 76610 must also complete SEDC 76520 or SEDC 77520.*

**SEDC 76620 - Student Teaching in Music, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: MUSED 67800*
*prereq or coreq: SEDF 70600*
*Hours 30 hrs, 30 days student teaching plus conferences,*
*Credits 3 cr*

*Students who enroll in SEDC 76620 must also complete SEDC 76510 or SEDC 77510.*

**SEDC 77110 - Practicum in English, Grades 7–9 (KC)**
Supervised practicum for teachers of English in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77110 must also take SEDC 77120.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77120 - Practicum in English, Grades 10–12 (KC)

Supervised practicum for teachers of English in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77120 must also take SEDC 77110.

prereq: SEDC 72100
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77211 - Practicum in French, Grades 7–9 (KC)

Supervised practicum for teachers of French in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77211 must also take SEDC 77221.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77212 - Practicum in Italian, Grades 7–9 (KC)

Supervised practicum for teachers of Italian in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77212 must also take SEDC 77222.
prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77213 - Practicum in Spanish, Grades 7–9 (KC)

Supervised practicum for teachers of Spanish in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77213 must also take SEDC 77223.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77221 - Practicum in French, Grades 10–12 (KC)

Supervised practicum for teachers of French in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77221 must also take SEDC 77211.

prereq: SEDC 72200

Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77222 - Practicum in Italian, Grades 10–12 (KC)

Supervised practicum for teachers of Italian in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77222 must also take SEDC 77212.

prereq: SEDC 72200

Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 77223 - Practicum in Spanish, Grades 10-12 (KC)

Supervised practicum for teachers of Spanish in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77223 must also take SEDC 77213.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 77310 - Practicum in Mathematics, Grades 7–9 (KC)

Supervised practicum for teachers of mathematics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77310 must also take SEDC 77320.

prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 45 hrs plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 77320 - Practicum in Mathematics, Grades 10-12 (KC)

Supervised practicum for teachers of mathematics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 773.20 must also take SEDC 77310 .

prereq: SEDC 723
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 77411 - Practicum in Biology, Grades 7–9 (KC)
Hunter College-supervised practicum for teachers of biology in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77411 must also take SEDC 77421.

**prereq:** SEDC 72400  
**prereq or coreq:** SEDF 70600  
**Hours** 45 hours plus conferences  
**Credits** 3

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SEDC 77412 - Practicum in Chemistry, Grades 7–9 (KC)**

Supervised practicum for teachers of chemistry in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77412 must also take SEDC 77422.

**prereq:** SEDC 72400  
**prereq or coreq:** SEDF 70600  
**Hours** 45 hours plus conferences  
**Credits** 3

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SEDC 77413 - Practicum in Physics, Grades 7–9 (KC)**

Hunter College-supervised practicum for teachers of physics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77413 must also take SEDC 77423.

**prereq:** SEDC 72400  
**prereq or coreq:** SEDF 70600  
**Hours** 45 hours plus conferences  
**Credits** 3

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SEDC 77414 - Practicum in Earth Science, Grades 7–9 (KC)**

Hunter College-supervised practicum for teachers of earth science in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77414 must also take SEDC 77424.

**prereq:** SEDC 72400  
**prereq or coreq:** SEDF 70600
**Hours** 45 hours plus conferences  
**Credits** 3

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDC 77421 - Practicum in Biology, Grades 10-12 (KC)**

Hunter College-supervised practicum for teachers of biology in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.  

prereq: SEDC 72400  
Hours 30 hrs plus conferences,  
Credits 2 cr  
Students who take SEDC 77421 must also take SEDC 77411.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDC 77422 - Practicum in Chemistry, Grades 10–12 (KC)**

Supervised practicum for teachers of chemistry in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.  

prereq: SEDC 72400  
Hours 30 hrs plus conferences,  
Credits 2 cr  
Students who take SEDC 77422 must also take SEDC 77412.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDC 77423 - Practicum in Physics, Grades 10–12 (KC)**

Hunter College-supervised practicum for teachers of physics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77423 must also take SEDC 77413.

prereq: SEDC 72400  
Hours 30 hrs plus conferences,  
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77424 - Practicum in Earth Science, Grades 10–12 (KC)**

Hunter College-supervised practicum for teachers of earth science in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77424 must also take SEDC 77414.

*prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr*

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77510 - Practicum in Social Studies, Grades 7–9 (KC)**

Supervised practicum for teachers of social studies in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77520.

*prereq: SEDC 72500
*prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3*

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77520 - Practicum in Social Studies, Grades 10–12 (KC)**

Supervised practicum for teachers of social studies in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77510.

*prereq: SEDC 72500
Hours 30 hrs plus conferences,
Credits 2 cr*

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77610 - Practicum in Music, Grades Pre-K–6 (KC)**
Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77620.

**SEDC 77620 - Practicum in Music, Grades 7–12 (KC)**

Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77610.

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

 Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.
prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 774.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

SEDF 71400 - Adolescent Development and Learning: Grades 7-12

This course prepares teacher candidates to think about how adolescents develop and learn by examining the process of cognitive, social/emotional, personality and language development among youth who vary by gender, race and ethnicity, English proficiency and levels of ability. Emphasis will be placed on creating culturally compatible classrooms, motivating students, and assessing their learning.

Hours 45
Credits 3

BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish (KC)

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.
coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 71150 - Fieldwork in Bilingual Literacy (KC)

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 71200 - Bilingual Literacy-French (KC)

Bilingual literacy - French: conducted in French and English and will present how to differentiate instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners. The course aims to develop teachers' ability to plan for language, content and literacy skills by designing a thematic integrated literacy unit. The course will assist teachers in understanding how to develop students' oral language, spelling, grammar, and vocabulary.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 71300 - Bilingual Literacy-Chinese (KC)

Bilingual Literacy – Chinese focuses on the development of literacy skills in both English and Chinese for students in bilingual programs. The emphasis is on L1 and L2 literacy using narrative and expository text, technology, and the arts as mediums for developing skills. This course will be conducted in Chinese and English.
prereq or coreq: BILED 77100, BILED 77150

**Prerequisites and Corequisites**

- BILED 77100
- BILED 77150

**Hours** 30

**Credits** 2

For the Advanced Certificate Leading to an Extension in Bilingual program: the prereq or coreq is BILED 77150

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**BILED 71700 - Language Assessment for English Language Learners**

An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

**Prerequisites**

- BILED 77100
- CEDCF 70050

**Hours** 45 hrs

**Credits** 3 cr

**BILED 76800 - Instruction through the Native Language-French**

This course will be conducted in French. Students will learn to master academic French as it relates to bilingual education and the content areas. They will also learn to integrate French language development into content area instruction.

**Prerequisites**

- BILED 70100 and CEDF 70900 for the MSEd/Childhood Education Grades 1-6 with bilingual extension.
- For the MSEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

**Hours** 45

**Credits** 3

**BILED 76900 - Instruction through the Native Language-Chinese**

To enhance Chinese language skills of teacher candidates for the purpose of teaching content areas in and through Chinese. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Chinese for the bilingual classroom.

**Hours** 45 hours plus 10 hours of fieldwork

**Credits** 3

**Prerequisites**

- For the Childhood education Grades 1-6 with a Bilingual Extension program: BILED 70100, CEDF 70900
- For the MSEd in Early Childhood Education Grades 1-6 with bilingual extension: BILED 70100 and ECF 70000
- Program 1, BILED 70100
- Program 2, none
- Program 3, BILED 70100

**BILED 77100 - Psychology of Language Learning and Teaching**

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.
### BILED 77800 - Instruction Through the Native Language-Spanish

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

**prereq or coreq:** BILED 70100  
**Hours:** 30 hrs plus 5 hrs of fieldwork and lab,  
**Credits:** 2 cr

### BILED 77900 - Multicultural Education

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

**prereq or coreq:** BILED 70100  
**Hours:** 45 hrs plus 10 hrs of fieldwork,  
**Credits:** 3 cr

### BILED 78000 - Bilingual Research Seminar

The bilingual research seminar, which serves as the culminating experience, focuses on the relationship between educational research and the classroom teacher. Students will review significant bilingual research to consider the implications of findings for bilingual instruction, and they will initiate their own classroom/community studies to reflect upon their own practice and to become critical consumers of research.

**prereq or coreq:** 39 credits or permission of program coordinator  
**Hours:** 30 hrs plus lab,  
**Credits:** 2 cr

### BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6 (KC)

Supervised student teaching at two grade levels in an elementary bilingual setting selected by Hunter College; four full days a week plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

**prereq or coreq:** completion of 39 cr of course work or permission of the program coordinator  
**Hours:** 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar  
**Credits:** 4 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**BILED 78300 - Practicum in Grades 1–3 (KC)**

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

**prereq:** completion of 39 cr of course work or permission of the program coordinator  
**Hours** 15 hrs of seminar plus conferences  
**Credits** 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**BILED 78400 - Practicum in Grades 4–6 (KC)**

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500.

**prereq:** completion of 39 cr of course work or permission of the program coordinator  
**Hours** 15 hrs of seminar plus conferences  
**Credits** 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**BILED 78600 - Student Teaching in Grades 4–6 (KC)**

Twenty days of supervised student teaching at grade level 4–6 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500.

**prereq:** completion of 39 credits of course work or permission of the program coordinator  
**Hours** 30 days student teaching, 15 hrs of seminar plus conferences  
**Credits** 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
CEDC 715FW - Fieldwork: Reading and Social Studies (KC)

Supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.

prereq: CEDF 70900
coreq: CEDC 73000 and 72200

Hours 75 hrs of fieldwork,
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 70000 - The Art of Effective Teaching

This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

prereq or coreq: CEDF 70900

Hours 2
Credits 2

CEDC 70100 - Beginning Elementary Literacy Methods

Beginning Elementary Literacy Methods is the first of a two-part sequence designed for pre-service graduate teacher candidates as an introduction to the content and procedures used to teach English language arts to elementary students. Students will learn how children develop reading and writing concepts and abilities, become familiar with children's literature, both nonfiction and fiction, and understand current practices of literacy instruction and assessment.

coreq: This course should be taken with CEDF 70900, CEDC 70500, EDSEL 79600, CEDC 77200 Fieldwork & Teaching Seminar 1.

Hours 45
Credits 3

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000
Credits 3

CEDC 70350 - Teaching Science in the Elementary School
For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

**CEDC 70400 - Teaching Developmental Reading**

The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

**CEDC 70450 - Teaching Developmental Reading**

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

**CEDC 70500 - Mathematics Curriculum and Methods**

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

**CEDC 70550 - Mathematics Curriculum and Methods**

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.
CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

prereq or coreq: To be taken with CEDF 71000, CEDC 70300, CEDC 72200, CEDC 70200, CEDC 77300.

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.

prereq or coreq: CEDF 70900

CEDC 71200 - Advanced Methods of Teaching Math in Elementary Schools

Ways to set up and monitor mathematical investigations designed to promote flexible problem solving, active learning, finding patterns, reasoning logically, formulating and verifying hypotheses. Error analysis and remediation.

prereq: CEDC 70500

CEDC 71300 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

prereq or coreq: CEDF 70900
CEDC 71400 - Advanced Educational Technology for Elementary School Teachers

Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

prereq: CEDF 70900, and a course on computers or demonstrated literacy in basic computer skills and tool applications (word processing, spreadsheets, database, and presentation as well as the Internet)

Hours 45 hrs.
Credits 3

CEDC 71600 - Educational Technology in Mathematics and Science Teaching/Learning

An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

Hours 45 hrs.
Credits 3

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 3

CEDC 72200 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and
the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

**CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology**

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

**prereq or coreq:** CEDF 70900 and CEDC 70450

**Hours** 30 hrs,

**Credits** 2

**CEDC 72400 - Student Teaching in Grades 1–3 and 4–6 (KC)**

Supervised student teaching at two grade levels, 1–3 and 4–6, in an elementary school selected by Hunter College; five full days a week plus conferences and professional development workshops.

Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March.

**prereq:** completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

**Hours** 30 hrs of seminar plus a minimum of 60 days of student teaching

**Credits** 5

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**CEDC 72500 - Student Teaching in Grades 1–3 (KC)**

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Not for students who have completed EDC 72400 or 72700.
prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus 30 days of student teaching
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72600 - Student Teaching in Grades 4–6 (KC)

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3. Not for students who have completed CEDC 72400 or 72800.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus 30 days of student teaching
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72700 - Practicum in Grades 1–3 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800. Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Not for students who have completed CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus supervision and conferences
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72800 - Practicum in Grades 4–6 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700. Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Not for students who have completed CEDC 72400 or 72600.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus supervision and conferences
Credits 2
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)**

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

*prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators (KC)**

Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

*prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting
Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**CEDC 73000 - Perspectives on Literacy Across the Content Areas**

Literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository as well as narrative texts will be utilized.

*prereq: CEDF 70900; CEDC 70400
coreq: CEDC 71500 and 72200
Hours 30 hrs,
Credits 2

**CEDC 73800 - The English Language: Theories and Pedagogical Implications**

An overview of the acquisition, structure and use of English. Its goal is to provide Pre-K thru 6 teachers who already have prior certification in childhood education with the awareness and understanding of the aspects of the English language they will need in order to teach a variety of content area in grades Pre-K thru 6.

*Hours 45 hrs,
Credits 3*
CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs.*  
*Credits 3*

CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

*prereq: all program courses except CEDC 74300*  
*Hours 45 hrs*  
*Credits 3*

CEDC 74300 - Research Seminar in Mathematics/Science Education

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

*Hours 45 hrs*  
*Credits 3*

CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

*prereq: all program courses except CEDC 74200 and CEDC 74300*  
*Hours 45 hrs*  
*Credits 3*

CEDC 74600 - Geographic Perspectives in Elementary Education

Geographic principles and practices; development of pedagogic skills to teach geography at the elementary school level; development of skills in teaching geography of New York City and New York State; development of understanding of global issues and of geographic factors affecting historical events.

*Hours 45*  
*Credits 3*

CEDC 74700 - Number Theory and Algebra in Elementary Curriculum

A study of the underpinnings of Number Theory and Algebra and the role they play in curriculum, teaching and student learning. This course gives participants a deeper understanding of algebra and how students learn transition from
arithmetic to algebraic reasoning.

prereq: The course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.
Hours 45 hrs
Credits 3

CEDC 74800 - Geometry and Measurement in the Elementary

A study of the underpinnings of Geometry and Measurement and the role they play in curriculum, teaching, and supporting student learning. Topics in Geometry and Measurement are important concepts at the elementary school level and this course gives participants a deeper background in these two areas. Additionally, pedagogical practices important in these areas will be examined as well as a deep study of how students develop these concepts through curriculum, representations, manipulatives, and pedagogical practices will be discussed.

prereq: This course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.
Hours 45
Credits 3

CEDC 74900 - Leadership in Elementary School Mathematics

A study of mathematics leadership and the development of mentors, coaches, and leaders of professional development.

prereq: This course is intended for students in the Elementary Mathematics Specialist program. Completion of at least 24 credits in the program.
Hours 45
Credits 3

CEDC 75500 - Assessment and Instruction for Diversely Gifted Learners

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

Cross-listed SPED 75500
prereq or coreq: SPED 75300 and SPED 75400
Hours 45, includes 20 hrs field experience
Credits 3

CEDC 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed SPED 75600, ADSUP 76500, CEDF 75600
prereq or coreq: SPED 75300 and SPED 75400
Hours includes 10 hrs field experience
Credits 3
CEDC 76000 - Special Topics in the Arts

The theory and application of children's artistic development. Course includes visual arts contents, instructional techniques, technology, materials and their use across the elementary school curriculum. Through hands-on workshops the teacher candidate will understand how to plan and utilize a visual arts curriculum to enhance student's cognitive, perceptual, expressive and imaginative abilities.

prereq: CEDC 70700
Hours 45 hrs
Credits 3

CEDC 77200 - Fieldwork & Teaching Seminar 1 (KC)

Fieldwork & Teaching Seminar 1 is the initial experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

coreq: This course should be taken with CEDF 70900, CEDC 70500, CEDC 70100, EDES 77100.
Hours 30
Credits 2
30 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 77300 - Fieldwork & Teaching Seminar 2 (KC)

Fieldwork & Teaching Seminar 2 is the second experience in an elementary partner school for the clinically rich track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600, CEDC 70200.
Hours 30
Credits 2
30 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 77400 - Fieldwork & Teaching Seminar 3 (KC)

Fieldwork & Teaching Seminar 3 is the third experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDF 71600, CEDC 73900, CEDC 70700, CEDC 71300.
Hours 30
Credits 2
45 days (field) & 15 hrs (course)
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**CEDC 77500 - Fieldwork & Teaching Seminar 4 (KC)**

Fieldwork & Teaching Seminar 4 is the fourth and final experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

*prereq or coreq: This course should be taken with CEDC 71000.*

*Hours 45*

*Credits 3*

*75 days (field) & 15 hrs (course)*

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**CEDC 77600 - Planet Earth: Earth and Space Sciences for Elementary School Teachers**

Methods and content of teaching Earth and Space sciences topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

*Hours 3 hrs*

*Credits 3*

**CEDC 77700 - Physical Science Background for Elementary Teachers**

Concepts in the physical sciences, chemistry and physics necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

*Hours 45 hrs*

*Credits 3*

**CEDC 77800 - Life Sciences**

The methods and content of teaching life science topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

*Hours 3*

*Credits 3*
CEDC 77900 - Robotics and Engineering

New methods of teaching innovative school curricula in robotics and engineering. Students will design and program their own robotic vehicles and learn elementary school materials by a hands-on process and project work. The curriculum is modeled on the First LEGO League competitions popular at the grade school-level. Engineering is Elementary, a school curriculum to improve children's understanding of engineering principles, is also explored from a student-centered perspective. These new STEM curriculum for elementary schools are supported by K-12 Next Generation Science Standards (2013). All students who enroll in the course will emerge with training to teach these curricula in elementary schools, in informal settings and after school programs.

*Hours 3*
*Credits 3*

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

*Hours includes 5 hrs of fieldwork*
*Credits 3*

CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

*Hours 45 hrs*
*Credits 3*

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing dual certification in childhood special education and childhood education. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

*prereq or coreq: CEDF 70900*
*Hours 45 hrs*
*Credits 3*

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.
CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work
Credits 3

CEDF 71000 - Educational Psychology

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

prereq: CEDF 70900
Hours includes 5 hrs of field work
Credits 3

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work
Credits 4

CEDF 71500 - Diversity in the American School

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

Hours 45 hrs
Credits 3

CEDF 71600 - Assessment of Teaching and Learning

Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.

Credits 3

CEDF 71700 - Independent Study in Educational Foundations
Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

*Credits 1*
*permission of faculty adviser and chairperson required*

**CEDF 71800 - Independent Study in Educational Foundations**

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

*Credits 2*
*permission of faculty adviser and chairperson required*

**CEDF 71900 - Independent Study in Educational Foundations**

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

*Credits 3*
*permission of faculty adviser and chairperson required*

**CEDF 75000 - Special Topics in Diversity**

An examination of the history and adaptation of diverse groups in the U.S. and their experience in the American educational system. Emphasis is on the role of culture, structure and policy in facilitating and/or hindering opportunities for these groups to achieve educational equity.

*prereq: CEDF 70900*  
*prereq or coreq: CEDF 70600*  
*Hours 45 hrs*  
*Credits 3*

**CEDF 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity**

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

*Cross-listed SPED 75300*  
*Hours includes 10 hrs field experience*  
*Credits 3*

**CEDF 75600 - Professional Discourse and Leadership in Gifted Education**

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices
schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed SPED 75600, ADSUP 75600, CEDC 75600
prereq or coreq: SPED 75300 and SPED 75400
Hours includes 10 hrs field experience
Credits 3

CEDF 79200 - Integrative Seminar: Research in Childhood Education

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

prereq: completion of 31 cr. of course work including CEDC 73000 and CEDF 71600 or permission of the childhood education adviser
Hours 45 hrs
Credits 3

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance
Hours 3 hrs + 36 hrs of fieldwork
Credits 3

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000
Credits 3

DANED 76400 - Practicum (KC)

Students with initial state certification in dance complete a semester of Practicum in their current full-time dance teaching situation or in assigned schools under the supervision of a Hunter College faculty member. Practicum teachers will assume all responsibility for classroom instruction and management and will be observed by Hunter faculty 4 times during the course of the semester. All Practicum students are required to participate in a seminar class meeting
for a total of 15 hours. A culminating professional project is required before graduation.

prereq: DANED 76000, DANED 76200
Hours: 2 hrs plus 15 hrs seminar required
Credits: 2
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

DANED 76602 - Student Teaching (KC)

Teacher candidates complete a total of 20 days of student teaching under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty twice during the course of their student teaching experience. All student teachers are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200
Hours: 20 days plus 15 hrs seminar
Credits: 2
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

DANED 76605 - Student Teaching (KC)

Teacher candidates complete a total of 60 days of student teaching (30 days of student teaching at grades pre-K-5 and 30 days at grades 6-12) under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty 4 times during their student teaching experience. All student teachers are required to participate in a seminar class meeting 1 hour per week for 15 weeks. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, 76200
Hours: 60 days plus 15 hrs seminar
Credits: 5
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDDIL 80000 - Foundations of Research, Leadership, and Equity in Education

In this course, students explore the foundations of the three pillars of the EdD program: Research, Leadership, and Equity in Education. Students will be immersed in a variety of research studies drawing on the professional literature in education and associated fields to develop an understanding of diverse research traditions. The course explores research designs and processes in published studies for question posing and data collection, analysis, and interpretation from quantitative and qualitative perspectives. Research related to instructional leadership will be examined in an effort to develop an understanding of this field of study. The course introduces students to the key concepts necessary for engaging in research and leadership around diversity, equity, and social justice.
**EDDIL 80100 - Leadership for Change**

In this course, students are introduced to the idea of non-positional leadership - that everyone has the responsibility and ability to lead change, regardless of one's formal position within the education landscape. They are then introduced to various theories/theoretical frameworks on the problems of change at the individual, group and system level, as well as to the notion of a theory-of-change, including how it differs from theory and its import in shaping and helping to ensure effectiveness of an educational change effort. Special attention is paid to the import of precise problem identification; the need for feedback loops to allow for ongoing adjustment of change designs in response to the unexpected; and to implementation challenges. Students apply their learning by analyzing existing educational change efforts and by designing and defending a theory-of-change that they could potentially implement to improve an identified problem of practice.

**EDDIL 80200 - Leading for Justice, Equity, Diversity, and Inclusion**

An important aspect of leadership in schools is being mindful of the identities, backgrounds, communities, and histories of the populations they serve. Even more important is an understanding of how the sociocultural contexts in which we all live result in systemic unequal distribution of power, privilege, and resources. This course will review key theoretical frameworks that attempt to describe the nature of schools, teaching and learning, and unequal student outcomes. The course will give participants the opportunity to consider the history and structure of schools from multiple perspectives by taking an intersectional approach. Participants will be expected to apply the NYSED Culturally Responsive and Sustaining Frameworks in their individual settings and propose research, policy or practice they are focused on Justice, Equity, Diversity and/or Inclusion.

**EDDIL 81000 - Leader Scholar Community Research Seminar**

This is a seminar in which students, under the supervision of a faculty member, develop research expertise that is expected to lead to a specific project such as a dissertation, report, or publication. Assignments might include development of problem statement, literature review, or statement of implications for practice based on review of comparable work. This course may be taken up to six times for credit and may be taken more than one time in any given term.

**EDDIL 82000 - Doctoral Directed Readings**

Directed Readings involve an in-depth study of some area of research, theory, or research methodology that is of special interest to a student (or small group of students) in the EdD program but for which there is no formal course within the program. The directed reading is done under the supervision of a full-time faculty member. When requesting a directed reading, students should collaborate with the intended instructor to create and agree upon a written proposal for the course (including a list of readings and at least one written assignment) Once the proposal is agreed upon by student and instructor, the Program Director of the EdD program must provide approval as well.
prereq: Permission EdD program director required.
Hours 1 - 3
Credits 1.0 - 3.0

Directed Readings may be taken for variable credits (1-3 at a time) and may be taken for up to a total of 6 credits.

EDF 80000 - Statistics for Applied Educational Research I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, statistical assumptions, t-tests, analysis of variance, correlation, and chi-squared.

prereq: SPED 80000
Hours 3 hrs
Credits 3 cr

EDF 80100 - Qualitative Methods in Educational Research

This graduate course introduces students to qualitative research within the field of education. The course provides an overview of the different approaches to qualitative research and specific strategies of data collection and analysis, their underlying assumptions and appropriateness for particular research questions, and authentic experience with qualitative research.

prereq: SPED 80000
Hours 3 hrs
Credits 3 cr

EDF 80200 - Quantitative Methods and Measurement

The purpose of this course is to increase students' understanding of quantitative research methods and design issues relevant to the pursuit of research in education, with a focus on correlational, experimental and quasi-experimental design.

prereq: EDF 80000
Credits 3 cr

EDF 80400 - Analysis of Major Issues in Contemporary Education Reform

After a brief review of the history of education reform efforts, we will study the major debates and policy initiatives that have shaped the contemporary structures of American public education. We will seek to understand what is at stake in these initiatives, the evidence behind their adoption and resistance to them.

Hours 3 hrs
Credits 3 cr

EDF 81000 - Mind, Brain, and Education

This course provides students with knowledge from the neuro and cognitive sciences that can be applied in practice. This course begins with an introduction to mapping the physical features of the brain before leading into contemporary
research on "brain-based" research and educational curricula and programs. Students will engage in examining research and separate "nureomyth" from "neuroscience" in order to be informed by new knowledge from the science of learning.

Hours 3 hrs
Credits 3 cr

EDF 83000 - Dissertation Proposal Seminar

This course is a seminar designed to provide students with a general overview of the structure and components of a dissertation proposal. It serves as common ground for all cohort members to prepare for highly individualized work with a dissertation advisor in subsequent semesters. Throughout this course, students will focus upon the following components: (1) the background of the problem to be investigated; (2) formulating a research question(s); (3) developing a theoretical framework; (4) conducting a literature review; (5) choosing research methods to collect data; (6) analyzing findings; and (7) generating implications. These elements will be taught in relation to a "traditional" five-chapter dissertation, along with variations and expansions of this structure. In addition, students will review and become certified in appropriate IRB requirements. A major goal of this seminar is to individualize support with view to preparing each student to develop a topic for approval that will continue to be worked upon with a dissertation advisor during the following semester.

Hours 3 hrs
Credits 3 cr

EDF 83100 - Dissertation Advisement

Dissertation Advisement is a customized course of study taken immediately after Dissertation Proposal Seminar. The purpose of this course is to provide individualized support to doctoral students as they design and carry out a dissertation that addresses an identified problem of practice. This course must be taken for at least two semesters and must be taken every semester until the dissertation has been successfully defended for a minimum of six credits.

Any student who receives a grade of F must obtain permission from the program leader to repeat the course. This course may only be repeated once and only one failing grade is allowed in the course.

prereq: EDF 83000
Hours 2 or 3
Credits 2.0 or 3.0

EDUC 80100 - Research on Effective Practice and Curriculum for Multilingual Learners

The focus of this course is on effective instruction and curriculum supporting the academic, social, and emotional development of multilingual learners (MLLs). Topics and assignments provide a direct connection of research on the development of languages and literacies, as well as a programming, and policy for MLLs in P-12 school contexts. Analysis of research on English as a New Language (ENL) education and bilingual education, including review of quantitative and qualitative studies of instruction and curriculum for MLLs will provide the foundation for foundation for the course content. This course will prepare doctoral students to critically evaluate educational research on ELLs, deeply understand the core components of quality instruction for ELLs in P-12 classrooms, and be able to clearly identify appropriate methods for addressing and improving instruction and curriculum for ELLs. Topics and assignments are designed to provide theory that directly connects to the design of instructional models of and curricula for ELL instruction. The course content. The course will also analyze the role of language and race-related ideologies on
how bi-/multilingualism is framed and the consequences for how programs and policies are conceptualized and implemented. This course will prepare doctoral students to critically evaluate educational research on MLLs, deeply understand the core components of quality programming and instruction for MLLs in P-12 classrooms, and to clearly identify appropriate methods for addressing and improving instruction and curriculum for MLLs.

*Hours 3 hrs*
*Credits 3 cr*

**EDUC 80300 - Research on Effective Practice and Curriculum in Math**

The course will examine the current research on effective mathematical teaching, assessment practices, student learning, and curriculum design. Students will synthesize research and engage in research explorations focused on problems of practice.

*Hours 3 hrs*
*Credits 3 cr*

**EDUC 80400 - Research on Effective Practice and Curriculum in Arts and Humanities**

This course examines current research in Arts and Humanities curriculum and its implementation. It addresses a host of theoretical and policy-oriented approaches to the teaching and learning of the arts and humanities. Particular attention will be paid to research on arts and humanities instruction and interventions that serve the needs of diverse students in urban schools.

*Hours 3 hrs*
*Credits 3 cr*

**EDUC 80600 - Effective Professional Development of Teachers**

In-depth study of research and practice in professional development for educators. Students will explore the literature about effective methods, contexts, and delivery of coaching, mentoring, and professional learning for teachers and other educators. Focus on understanding the strengths and weaknesses of different approaches to professional development, and on learning how to assess the appropriateness of a professional development strategy with respect to content and the teacher population to be served.

*Hours 3 hrs*
*Credits 3 cr*

**EDUC 80700 - Professional Communications for Educational Settings**

This course explores a range of educational and school-based writing genres and writing for a variety of audiences. Resources and practices related to developing and writing within a variety of genres from traditional print publications to new media outlets will be introduced, explored and, most importantly, enacted.

*Hours 3 hrs*
*Credits 3 cr*

**EDUC 80800 - Action Research**
The purpose of this course is to explore various aspects of a movement in education and educational research in which educators (e.g., P-12 teachers, school administrators, etc.) actively participate in making change in their practice through conducting systematic inquiry and research. The course will provide a broad overview of the epistemological, political, and methodological issues associated with the idea of practitioner research.

prereq or coreq: EDS 80300 Qualitative Research Methods
Hours 3 hrs
Credits 3 cr

EDUC 80900 - Case Studies in Education: Institutions, Schools, Programs, Classrooms, and Individuals.

This course examines case study as a research design in educational contexts. The unit of study can include institutions, schools, programs, and individuals. A variety of topics will be explored, including becoming familiar with types of case studies, conceptualizing case study research, creating research questions, generating data, use of analytic methods, and application of case study findings to leadership and practice. In addition, the course will feature related, sometimes overlapping, methodological approaches such as portraiture and narratives. The course engages students in substantial study and critique of current and "classic" cases in educational research based on candidates' fields of interest. Particular attention will be paid to ethical considerations in conducting case study research in urban schools and communities.

Hours 3 hrs
Credits 3 cr

SPED 80000 - Introduction to Doctoral Studies: Theory and Research in Curriculum and Teaching

This course provides a brief overview of theory and research in curriculum and teaching. Students will consider how their own positionality influences ways in which they read and interpret educational research. Conversely, students will also understand how a researcher's positionality influences all aspects of their research, including: questions asked; theoretical framework adopted; methodologies chosen; data collection; analysis and interpretation of data; results or findings; and implications. Students will also engage in studying selected influences of curriculum history, particularly post 1945-present. These influences include: The Cold War, Civil Rights Movement, The War on Poverty, No Child Left Behind, and the Standards Movement. This course will serve as a beginning to cultivating student interests in developing their own research studies by weaving together theory, research, practice, and policy within education.

Hours 3 hrs
Credits 3 cr

SPED 80100 - Research on Effective Practice and Curriculum for Students with Disabilities

This course provides the opportunity to consider disability in the context of schools and society—with view to engaging with, and critiquing, existing research in the fields of special education and disability studies in education (DSE). We will be mindful of how the disposition and paradigm of researchers influences all aspects of their work including: problems identified; questions asked; methods used; analysis employed; findings or results; interpretations, and: implications. This course focuses on the nature of evidence-based practice involving students with disabilities within specific contexts. The course is designed to provide a foundation for the course work, independent scholarship, and educational research that students will undertake in the process of completing the doctoral degree.
**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000*
*Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*
*Credits 3*

**ECC 70400 - Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

*prereq or coreq: ECF 70000*
*Hours 45 hrs*
*Credits 3*

**ECC 70500 - Language and Literacy: Birth through Kindergarten**

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

*prereq or coreq: ECF 70000*
*Hours 45 hrs*
*Credits 3*

**ECC 70600 - Language and Literacy: K through Grade 2**

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

*prereq or coreq: ECC 70500 (early childhood students only)*
*Hours 45 hrs*
*Credits 3*

**ECC 70700 - Language and Literacy: English Language Learners**
Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
*prereq or coreq: 70500 or 70600

*Hours 15 hrs
*Credits 1

**ECC 70800 - Children with Special Needs: Birth through Grade 2**

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

*prereq: ECC 70300
*prereq or coreq: ECF 70200

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels
*Credits 3

**ECC 70900 - Mathematical and Scientific Thinking in Early Childhood**

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

*prereq or coreq: ECC 70300

*Hours 45 hrs
*Credits 3

**ECC 71000 - Early Childhood Mathematics: Birth through Grade 2**

Theories and research that focus on the relationship between children's development and learning of mathematical concepts and skills. Appropriate mathematics activities for children from birth to second grade and ways of assessing mathematical learning in diverse infant, toddler, preschool, and grade K-2 settings. (Required in Program 1.)

*prereq or coreq: ECC 70300

*Hours 45 hrs
*Credits 3

**ECC 71100 - Science in Early Childhood Education: Birth through Grade 2**

Theories and research of scientific thinking in young children; the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Ways of assessing science learning in infant, toddler, preschool, and grade K–2 settings. (Required in Program 1.)

*prereq or coreq: ECC 70300

*Hours 45 hrs
*Credits 3
ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

**prereq:** ECC 70300  
**Hours** 15 hrs of seminar plus 50 hrs in the field  
**Credits** 1

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

**Hours** 45 hrs  
**Credits** 3

ECC 71400 - Health, Safety and Nutrition in Early Childhood

This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

**prereq or coreq:** ECF 70000  
**Hours** 45 hrs  
**Credits** 3

ECC 71500 - Educational Technology in Early Childhood

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

**Hours** 15 hrs,  
**Credits** 1 cr

ECC 71600 - Student Teaching in Early Childhood Settings (KC)

A full semester of student teaching in one of the required age/grade levels (Pre-K, K, grades 1-2) that supplement pre-student teaching field experience (Birth-3, preK-2).
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**ECC 71650 - Student Teaching in Early Childhood Bilingual Settings (KC)**

Two student teaching placements of 30 days each at different age/grade levels (Pre-K–K and 1–2).

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**ECC 71700 - Supervised Practicum in Early Childhood (KC)**

This course has two key components: (1) A full semester of practicum in Pre- K, K, or grades 1-2 and (2) biweekly seminar (30 hours). It builds on prior coursework and field experiences by providing guidance and reflective discussion that allow teacher candidates to enhance their teaching skills in early childhood education settings. Specific information regarding professional issues, ethical behaviors, and child advocacy is provided and reviewed. In addition, this course will align the practicum experience with the expectations of the edTPA in order to support teacher candidates with the preparation and submission of their portfolios.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting (KC)**

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**ECC 71800 - Early Childhood Student Teaching (KC)**

This is a college supervised experience and is offered during the regular academic year and in the summer to facilitate the opportunity for practice at a different age/grade level than ECC 71700. This course has two key components: (1) a minimum of 30-days of student teaching in Pre-K, or grades 1-2 and; (2) biweekly seminar (15 hours).

**prereq:** ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200  
**Hours** Bi-weekly seminar (15 hrs)  
**Credits** 1

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**ECC 71850 - Early Childhood Bilingual Student Teaching (KC)**

Student teaching for 30 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

**prereq:** ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)  
**Hours** 15 hrs of seminar plus 30 days of student teaching  
**Credits** 2

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**ECC 71951 - Special Topics in Early Childhood Education**

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

**prereq:** special permission of an early childhood education adviser  
**Hours** 15, 30, and 45 hrs  
**Credits** 1, 2, and 3

**ECC 71952 - Special Topics in Early Childhood Education**

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

**prereq:** special permission of an early childhood education adviser  
**Hours** 15, 30, and 45 hrs  
**Credits** 1, 2, and 3
ECC 71953 - Special Topics in Early Childhood Education

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

*prereq: special permission of an early childhood education adviser*

*Hours 15, 30, and 45 hrs*

*Credits 1, 2, and 3*

ECC 72000 - Integrative Seminar in Early Childhood Education

Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

*prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)*

*Credits 3*

ECC 80100 - Research and Practice in Early Childhood Education

Overview of the historical and social influences on early childhood research and practice. Candidates will gain a comprehensive understanding of the significant policy, programmatic and pedagogical factors affecting the formal, symbolic and societal curricula, within and across early childhood education and care settings.

*Hours 3 hrs*

*Credits 3 cr*

ECF 70000 - Child Development: Birth to Age Eight

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels*

*Credits 3*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours 45 hrs*

*Credits 3*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2
Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

prereq: ECF 70000  
Hours 45 hrs  
Credits 3  

SPEDE 76500 - Special Topics in Early Childhood Special Education

One-credit special topics courses focus on narrowly defined topics of high current relevance in the field of early childhood special education.

prereq: SPEDE 76800 and 76900 or permission of the coordinator of the early childhood special education program  
Hours 15 hrs,  
Credits 1 cr  

SPEDE 76700 - Field Experiences in Early Childhood Special Education with an Annotation in Severe Disabilities

prereq: SPEDE 77000, SPED 79000, and SPED 79100  
prereq or coreq: SPEDE 77100  
Hours 15 hour seminar plus 30 hrs of fieldwork in one of the following age/grade levels: 0-3; 3-5; or Kindergarten, grades 1 and 2 in a program for children with severe disabilities,  
Credits 1 cr  

SPEDE 76800 - Fostering Development in Young Children with Diverse Abilities: Historical, Political, and Inclusive Perspectives

This course explores the variability of development in infants and young children, and related developmental promotion approaches, through a lens of cultural, linguistic, and ability diversity. Functional developmental competencies and the range of developmental consequences within specific diagnoses will be examined, including the implications for supporting learning and development in classrooms, homes, and communities. The evolution of laws, regulations, and inclusive practices to current early intervention and early childhood special education recommended practices will be situated within this developmental framework.

prereq or coreq: ECF 700 (for Program 1 students only)  
Hours Includes 5 hrs field experience,  
Credits 3  

SPEDE 76900 - Evaluation, Assessment, and Program Planning for Infants and Young Children with Special Needs (KC)

Developmentally appropriate and recommended practices for assessing the development and learning of young children from infancy through age 7 years (second grade) and identifying family strengths and supports. Application of tools, observations, and discussions with informed others to make decisions in screening, evaluation and program planning will be explored within a transdisciplinary team. Students must receive a grade of B or better.

prereq or coreq: ECF 700 and ECC 703 (for Program 1 students only); and SPEDE 768  
Hours Includes 15 hrs field experience,  
Credits 3
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77000 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)**

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods. Students must receive a grade of B or better.

*prereq or coreq: SPEDE 76800 and SPEDE 76900; OR SPED 70000 and SPED 79000; OR SPED 70050 and SPED 79000*

*Hours Includes 15 hrs field experience,*

*Credits 3*

This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77100 - Autism Spectrum Disorder: Characteristics and Implications for Intervention**

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

*prereq or coreq: SPEDE 770*

*Hours Includes 5 hrs of field experience*

*Credits 3 cr*

**SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs**

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

*prereq: SPEDE 768 OR SPED 700*

*Hours Includes 5 hrs of field experience*

*Credits 3 cr*


This yearlong course focuses on the significant influence of the family in early childhood learning and development and evidence-based strategies for creating and sustaining effective family-professional partnerships to optimize family and child outcomes in classroom, home, and community settings. The developmental process of parenting, family
capacity-building approaches, and convergence of family and professional expertise to promote child learning and
development will be examined across diverse cultures, languages, abilities, settings, and urban contexts.

prereq or coreq: SPEDE 770
Hours 3.0 (YL)
Credits 3.0 (YL)
Includes 5 hrs field experience.

This is a yearlong course.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.

prereq: SPEDE 77000 and SPEDE 77200 (for all programs);
and ECC 70400 or ECC 70900 (for Program 1 students only)
Hours 3 hrs: includes 5 hrs field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76900
Hours 15 hrs,
Credits 1 cr

SPEDE 77600 - Introductory Field Experience in Early Childhood Special Education (KC)

Preparatory experience in a program supporting young children with diverse abilities; emphasis on what it means to be an early intervention/early childhood special education professional; One field placement of 10 days in a Kindergarten or Grade 1 or 2 setting.

prereq: ECC 71200 (for Program 1 students only)
prereq or coreq: SPEDE 77000
**SPEDE 77651 - Field Experiences in Early Childhood and/or Childhood Special Education with an Annotation in Severe Disabilities: Autism**

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1 and 2, grades 3-6; both of these experiences must be with children who have autism spectrum disorders.

*prereq or coreq: SPEDE 77100 or permission of the program coordinator*

**SPEDE 77750 - Student Teaching: Early Childhood Special Education with Annotation in Severe Disabilities**

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre-K (Birth–5); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.

*prereq: SPEDE 76700*

**SPEDE 77800 - Student Teaching in Early Childhood Special Education (KC)**

Supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and an abbreviated field experience. (Note that students who take SPEDE 77800 must also take SPEDE 77900 in addition to either SPEDE 77910 or SPEDE 77920 and the placement for SPEDE 77800 must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2 – than SPEDE 779. One semester of SPEDE 778 or SPEDE 779 must be in a PreK setting.)

*prereq: SPEDE 77600, ECC 71200*

**SPEDE 77820 - Final Student Teaching in Early Childhood Special Education (KC)**
Second, full-semester, intensive supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.20 must have already taken either SPEDE 77810 or SPEDE 77910 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting.)

prereq: SPEDE 77400 and either SPEDE 77810 or SPEDE 77910

Hours 3 hrs. plus full semester of student teaching

Credits 3 cr.

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**SPEDE 77850 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities**

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 76700

Hours 30 hrs seminar plus 20 days,

Credits 2 cr.

(Note that students who take SPEDE 77850 must also take SPEDE 77950 and the placements must be at different age/grade levels. Students must be in an early childhood program with learners with severe disabilities for the entire semester.)

**SPEDE 77900 - Practicum in Early Childhood Special Education (KC)**

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus conferences,

Credits 2

(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth–five], Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

**SPEDE 77910 - Initial Practicum in Early Childhood Special Education (KC)**

First intensive supervised experience designed as a practicum at the candidate's job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.10 must also take SPEDE 77820 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire
semester.)

prereq: SPEDE 77600
Hours 3 hrs plus full semester of practicum experience in worksite
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77950 - Practicum in Early Childhood Special Education with an Annotation in Severe Disabilities**

Supervised practicum in an age/grade level other than that used in SPEDE 77850 practice in the implementation of skills developed through coursework and field experiences. Students must be in an early childhood program with learners with severe disabilities for the entire semester.

prereq: SPEDE 76700
Hours 30 hrs seminar plus conferences,
Credits 2 cr

**SPEDE 77951 - Practicum in Early Childhood Special Education (KC)**

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 78000 - Language Teaching Approaches and Strategies for Young Children with Autism Spectrum Disorders**

Assessment and instructional approaches to teaching language to young children with autism, including picture communication systems. Verbal behavior and visual supports for early literacy: collaboration with speech language therapists and parents.

prereq or coreq: SPEDE 77100 or permission of the program coordinator
Credits 1 cr

**SPEDE 78100 - Incidental Teaching and Other Naturalistic Behavioral Strategies**

Overview of naturalistic behavioral strategies used in the education of young children with autistic spectrum disorders including incidental teaching, pivotal response training, natural language paradigm, and establishing operations to teach in the natural environment; involving parents.
**SPEDE 78200 - Higher Functioning Children with Autism Spectrum Disorders**

Understanding the special needs of higher functioning children with autism spectrum disorders; assessment, instructional approaches, models, and methods for use in educational settings.

*prereq or coreq: SPEDE 771 or permission of the program coordinator*  
*Credits 1 cr*

**SPEDE 78300 - Inclusion of Children with Autism Spectrum Disorders**

Why, when and how to include children with autism spectrum disorders in the educational mainstream; strategies that work for different types of students, families, and school environments.

*prereq or coreq: SPEDE 771 or permission of the program coordinator*  
*Credits 1 cr*

**SPEDE 79900 - Field Experiences in Childhood Special Education (KC)**

This is a supervised practicum and seminar with practice in the implementation of skills developed through coursework and field experiences. This course will provide the teacher candidate with an expanded range of experiences in early childhood special education settings. In addition, the course will heighten the teacher candidate's focus on critical features of best practice as defined by the recommendations of the Council for Exceptional Children. This will help to strengthen the teacher candidate's skills in analyzing and utilizing a range of instructional strategies.

*Hours 30*  
*Credits 2*  
*This is a year-long course*

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**COCO 70000 - Life Stage Development**

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs*  
*Credits 3*

**COCO 70100 - Counseling Skills and Interviewing Techniques (KC)**

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs*  
*Credits 3*  
*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs
*Credits 3

COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

*Hours 45 hrs
*Credits 3

COCO 70500 - Vocational Assessment and Placement

Application of principles of occupational development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of the disabled. Sources and uses of occupational information, labor market trends. Emphasis on vocational evaluation, job development, follow-up.

*Hours 45 hrs
*Credits 3

COCO 70600 - Group Counseling (KC)

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
*Hours 45 hrs
*Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

COCO 70700 - Multicultural Aspects of Counseling

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

*Hours 45 hrs
*Credits 3

COCO 70800 - Measurement and Appraisal
Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

*Hours 45 hrs*
*Credits 3*

**COCO 70900 - Research Methods in Counseling**

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

*Hours 45 hrs*
*Credits 3*

**COCO 71000 - Chemical Dependency: Issues in Counseling**

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

*Hours 45 hrs*
*Credits 3*

**COCO 71100 - Supervision and Administration in Counseling**

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

*prereq: COCO 70600 and COCO 71800*
*Hours 45 hrs*
*Credits 3*

**COCO 71200 - Career Counseling, Assessment and Placement**

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

*Hours 60 hrs*
*Credits 4*

**COCO 71500 - Family Systems and Counseling Issues**

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

*Hours 45 hrs*
*Credits 3 cr.*

**COCO 72300 - Transition from School to Adult Living for Youth with Disabilities**
Services, programs, and processes for facilitating the transition of youth with disabilities and youth at risk from school to work, postsecondary education, independent living, and adult roles.

Hours 45 hrs,
Credits 3 cr

**COCO 72700 - Special Topics in Counseling**

Study of significant issues, problems, and emerging trends in counseling.

Hours 45 hrs,
Credits 3 cr.

**COCO 72800 - Special Topics in Counseling**

Study of significant issues, problems, and emerging trends in counseling.

Hours 45 hrs,
Credits 3 cr.

**COCO 73500 - Seminar in Chemical Dependency**

Counseling Skills and Techniques Introduces students to the various types of counseling involved in working with people who are chemically dependent. Students will have the opportunity to test skills and techniques necessary for counseling in a variety of settings that serve people with chemical dependencies.

Hours 45 hrs,
Credits 3 cr.

**COCO 74100 - Independent Study**

Students will carry out independent project approved by faculty and supervised by a staff member.

Hours 15 hrs (supervised),
Credits 1 cr.

**COCO 74200 - Independent Study**

Students will carry out independent project approved by faculty and supervised by a staff member.

Hours 30 hours (supervised),
Credits 2 cr.

**COCO 74300 - Independent Study**

Students will carry out independent project approved by faculty and supervised by a staff member.

Hours 45 hrs hours (supervised),
Credits 3 cr.
COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

prereq or coreq: DSM-IV Workshop
Credits 3

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

Hours 45
Credits 3

COUNM 72000 - Mental Health Counseling: Program Development and Evaluation

The course focuses on the development and evaluation of mental health programs in culturally/linguistically diverse urban settings from program inception onward including assessment to insure quality services. The course covers federal, state and local governmental inpatient and outpatient mental health treatment services, not-for-profit organizations and community-based mental health service programs.

prereq or coreq: COUNM 71600 and COUNM 71700
Hours 45
Credits 3

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45
Credits 3

COUNS 71800 - Practicum in Counseling (KC)

This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

prereq: COCO 70100; COCO 70200
prereq or coreq: COCO 700; COUNS 719; COUNS 717
Hours 100
COUNS 71900 - Advanced Counseling Skills and Contemporary Issues

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

prereq: COCO 70100 and COCO 70200
coreq: COUNS 71800
prereq or coreq: COUNS 71700
Hours 3 hrs.
Credits 3 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800
Hours 45
Credits 3

COUNS 72200 - Consultation and Collaboration with School, Family, and Community

This course provides school counselors with the knowledge and skills to create a supportive school climate that includes collaborative work with school personnel, family, and community to cultivate an inclusive, nurturing, and physically safe learning environment for school stakeholders, including students, staff, families, and community. Specifically, counselors will gain the knowledge and skills to be school leaders and engage in consultation, collaborative problem solving, and systems-level interventions in school settings. Theories, models and processes of consultation and change with administrators, teachers, parents, community and mental health agencies, and students will be addressed. Consultation within a cross-cultural and ethical framework will be emphasized with particular focus on students with behavioral and learning issues. The majority of this course will be devoted to learning about and developing skills and strategies required to conduct collaborative consultation services. The course format and assignments include lecture, applied case work, group work, student presentations and class discussion.

prereq or coreq: COUNS 72500
Hours 3 hrs.
Credits 3 cr.

COUNS 72500 - Internship in Counseling I (KC)

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with effectiveness as a counselor while working with students in a K-12 school setting. Specifically, students will complete 300 fieldwork hours under the supervision of a certified school counselor while simultaneously taking a group supervision course at Hunter College.
taught by a Hunter faculty member.

prereq: COCO 71800 and COCO 71900
prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100
Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 72600 - Internship in Counseling II (KC)

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with their effectiveness as a counselor. Students will continue developing school counseling skills, including data analysis and action plans, responsive services, and consultation with school personnel.

prereq: COCO 72500
Hours 4 hrs.
Credits 4 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNR 71600 - Resources and Foundations of Rehabilitation

History, philosophy, and principles of the vocational rehabilitation process. Economic, legal, ethical, and social issues influencing rehabilitation services. Observation of services available in state, city, and private agencies.

Hours 45 hrs
Credits 3

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs
Credits 3

COUNR 73000 - Counseling with the Aging

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

Hours 45 hrs
Credits 3

COUNS 72000 - Culminating Seminar in School Counseling
With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review. (Taken last semester prior to graduation)

prereq: COCO 70900
prereq or coreq: COCO 72600

EDPS 70000 - Educational Psychology Proseminar

This proseminar consists of workshops, discussions and presentations on topics orienting students to the field of educational psychology and introducing them to the research interests of faculty members.

Credits: none

EDPS 70100 - Statistics and Statistical Computing in Education I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

Hours 60
Credits 4

EDPS 70200 - Educational Research Methods

This course is to increase students' understanding of the nature, purposes, needs, and types of research conducted by educational researchers and psychologists. Students will learn a range of research designs and methods, and their applications to education-related settings and issues.

Hours 60
Credits 4

EDPS 70300 - Learning and Behavior Theories

This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

Hours 60
Credits 4

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education
This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200
coreq: EDPS 70300
Hours 60
Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200
Hours 3
Credits 3

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

Hours 3
Credits 3

EDPS 71400 - Course Title Applied Motivation Theory in Education

The goal of this graduate course is to review the major questions, methods, and theories of motivation in educational psychology—both past and present. A historical perspective is provided as a foundation for understanding the evolution and development of various theories of motivation in educational and psychology, which shape current thinking and research in the field. Furthermore, contemporary methods, research, and theory will be provided. Implications for practice will be discussed.

Hours 3
Credits 3

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200
Hours 60
Credits 4
EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100
coreq: EDPS 70200
Hours 3
Credits 3

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 3
Credits 3

EDPS 72500 - Assessment in Schools

The goal of this graduate course is to introduce students to the field of educational assessment taken broadly, with a focus on how academic assessments are used in prek-16 education within the US and internationally in the 21st century. Students will become familiar with theory, research, and practice in the areas of classroom assessment, assessment of teacher quality, and assessment of large educational systems. Students will acquire the knowledge and skills to critique assessment policies in terms of implementation, ethics, and impacts.

Hours 3
Credits 3

EDPS 74100 - Mediating Factors in Student Achievement

This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

prereq: EDPS 70300
Hours 60
Credits 4

EDPS 74200 - Qualitative Research Methods in Education

This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

Hours 3
Credits 3
EDPS 74300 - Special Topics in Educational Psychology

This course will examine current research regarding a selected topic within the field of educational psychology; topics and readings will vary by semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300
Hours 60
Credits 4

EDPS 74900 - Independent Study in Educational Psychology

Permission of faculty adviser and chairperson required. Independent study in the area of educational psychology. A maximum of 4 credits of independent study may be counted toward the degree.

Credits 1 - 4

EDPS 79000 - Educational Psychology Seminar

This is semester 1 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100
Hours 2
Credits 2

EDPS 79100 - Educational Psychology Seminar 2

This is semester 2 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79000, and either EDPS 72100 or EDPS 71100
Hours 2
Credits 2

EDPS 79500 - Educational Psychology Thesis Research 1

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100
EDPS 79600 - Educational Psychology Thesis Research 2

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79500, and either EDPS 72100 or EDPS 71100

HED 71400 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

prereq or coreq: CEDF 70900

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500

EDLIT 73100 - Literacy Assessment: Birth–Grade 6 (KC)

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting,
and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards.

**prereq or coreq:** ECC 70400 and EDLIT 73500  
**Hours** 45 hrs and 15 hrs in the field assessing diverse learners  
**Credits** 3 cr  
_This Key Course requires a grade of B or better._  
_This course may be repeated only once._

**EDLIT 73200 - Children's Literature**

Exposure to the breadth, depth, and utilization of children's literature and its role in children's development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined.

_**Hours** Includes 5 hrs in a classroom-based dramatic demonstration_  
_**Credits** 3 cr_

**EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6**

Development and assessment of writing skills including analysis of techniques and environments that foster writing development in all children (ESL, gifted, special needs). State writing standards and technology are integrated.

_**Hours** Includes 15 hours in the field observing and analyzing writing development_  
_**Credits** 3 cr_

**EDLIT 73400 - Literacies within the Disciplines: K–Grade 6**

Exploration into the literacy demands inherent in the academic subjects of math, science, health education and social studies, as well as media, technology and the arts.

_**prereq or coreq:** ECC 70400 and EDLIT 73500_  
_**Hours** Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy_  
_**Credits** 3 cr_

**EDLIT 73500 - Survey of Instructional Approaches in Literacy Education: Grades K-12**

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

_**Hours** Includes 5 hours fieldwork_  
_**Credits** 3 cr_
EDLIT 73600 - Practicum in Literacy Assessment (KC)

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for assessing literacy achievement and related language skills.

prereq: EDLIT 73100
Hours Includes 15 hours of diagnosis, under supervision, of students with reading difficulties
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 73700 - Practicum in Literacy Intervention (KC)

Theoretical and practical consideration and procedures in the instruction of students with literacy difficulties.

prereq: EDLIT 73600
Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 73900 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Pre-K-6

Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in early childhood and childhood settings, with emphasis on students with special needs.

prereq or coreq: None
Hours 3 (includes 15 hours fieldwork)
Credits 3

EDLIT 73901 - Delays in Early Language and Literacy Development in Young Children with Special Needs

Historical, theoretical, and research-based teaching practice issues related to literacy and language instruction for children with special needs, ages birth through second grade.

coreq: ECC 70400
Hours Includes 5 hrs observation in an inclusive early childhood setting or a program with special needs focus, 15 hrs,
Credits 1 cr
EDLIT 73902 - Special Needs Issues in Literacies within the Curriculum

Adaptation, modification and management of instruction, curriculum, the learning environment, materials and technology across the curriculum for children with special learning needs.

prereq: EDLIT 73901  
Hours 15 hrs,  
Credits 1 cr

EDLIT 73903 - Adaptations and Modifications in Approaches to Literacy for Students with Special Needs

Adaptation and modification of instructional strategies, technology and curriculum in literacy for full inclusion of children with disabilities.

prereq: EDLIT 73902  
Hours 15 hrs,  
Credits 1 cr

EDLIT 74000 - Leadership in Literacy (KC)

Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master's in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.

prereq: EDLIT 74500; minimum of 27 credits in the literacy program  
Hours 45 hrs  
Credits 3 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

EDLIT 74100 - Selected Topics

In-depth study of emerging areas related to literacy education for children birth through grade 6.

prereq or coreq: approval of the instructor  
Hours 45 hrs,  
Credits 3 cr  
This is an elective course.

EDLIT 74200 - Practicum in Literacy (KC)

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.
prereq: Pre-requisite EDLIT 73100  
Hours 15 hr seminar plus 50 hrs in the field,  
Credits 1 cr  

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

EDLIT 75200 - Practicum in Literacy (KC)  
This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.  

prereq: Pre-requisite EDLIT 75600  
Hours 15 hours in seminar and 50 hours of field experience  
Credits 1  

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

EDLIT 75300 - Methods of Teaching Writing: Grades 5-12  
Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.  

Hours includes 15 hours fieldwork  
Credits 3

EDLIT 75400 - Literacies within the Disciplines: Grades 5-12  
Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.  

prereq: Pre-requisite EDLIT 73500 and EDLIT 75500  
Hours 3.0  
Credits 3.0  
Includes 10 hours in classrooms focused on literacies within the disciplines.

EDLIT 75600 - Literacy Assessment: Grades 5-12 (KC)  
Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instruction planning and meeting NYS English Language Arts performance standards.  

prereq: 9 credits in the content core  
Hours includes 15 hours in the field assessing diverse learners  
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12 (KC)

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

prereq: EDLIT 75600
Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC 75400 - Differentiating Curriculum for Gifted and Talented Learners

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the fulltime gifted school.

Cross-listed SPED 75400
Hours includes 10 hrs field experience
Credits 3

EDABA 72000 - Managing Behavior Analytic Records

This course provides a comprehensive review of the legal and ethical management of behavior analytic records in the context of professional behavior analytic practice. Topics to be covered include the legal and regulatory requirements for behavior analytic record keeping along with use of behavior analytic data in professional practice.

Hours 2
Credits 2

EDABA 75000 - Analysis of Verbal Behavior

This course introduces students to a behavior analytic approach to language and to the interaction between speakers and listeners. The course will cover types of elementary verbal behavior. Students will learn to recognize examples of these concepts as they occur in everyday life. Research articles that report on teaching verbal behavior to learners will be analyzed.

prereq: EDABA 795, EDABA 796, and EDABA 798
Hours 3
Credits 3
EDABA 75500 - Functional Behavior Assessment

This course examines various behavior analytic assessment methods that are designed to identify the function of challenging behavior. Both experimental and non-experimental assessment methodologies will be examined along with methods of data collection and analysis.

_prereq: EDABA 795 or EDABA 798
Hours 3
Credits 3

EDABA 77000 - Practicum in Applied Behavior Analysis I (KC)

This course is designed to teach students about personnel supervision and management and to give them some experience conducting fieldwork. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from discriminated operants, reinforcement schedules, and social learning. applied behavior analytic interventions is required. Specific topics to be covered during this course include: how to go about accruing certification hours, securing a supervision contract, and how to adequately train and supervise staff.

_prereq: EDABA 795 and approval of graduate advisor
Hours 3
Credits 3
Includes 180 hours of field experience.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDABA 77100 - Practicum in Applied Behavior Analysis II (KC)

This course is the second of a two-course sequence in conducting fieldwork in applied behavior analytic settings. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from applied behavior analytic interventions is required.

_prereq: EDABA 770 and approval of graduate advisor
Hours 3
Credits 3
Includes 180 hours of field experience.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDABA 78000 - Thesis I (KC)

This course is the first course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct a literature review, develop a research proposal, and apply for necessary research approvals.

_prereq: EDABA 790, EDABA 791 and approval of graduate advisor
Hours 3 plus conferences
Credits 3
EDABA 78100 - Thesis II (KC)

This course is the second course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct an original research project based on the proposal developed in EDABA 780.

**prereq:** EDABA 780 and approval of graduate advisor
Hours 3 plus conferences
Credits 3

EDABA 79000 - Single-Subject Research Design

This course is an introduction to single-subject research methods used in applied behavior analysis. In addition, data collection, data analysis, and data presentation will be covered.

**Hours 45**
**Credits 3**

EDABA 79100 - Ethics and Professionalism for Applied Behavior Analysts

This course provides an introduction to ethical and professional behavior for applied behavior analysts. Topics to be covered include a variety of ethical and professional issues for applied behavior analysts as they relate to research and practice.

**Hours 45**
**Credits 3**

EDABA 79500 - Applied Behavior Analysis I (KC)

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

**Hours 3**
**Credits 3**

**This Key Course requires a grade of B or better to pass.**
**Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.**
**This course may be repeated only once.**

EDABA 79600 - Applied Behavior Analysis II (KC)
This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

**prereq:** EDABA 79500
**Hours 45**
**Credits 3**

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**EDABA 79800 - Behavior Analytic Approaches to Learning**

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

**Hours 45**
**Credits 3**

**EDABA 79900 - Applied Behavior Analytic Autism Intervention**

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

**prereq:** EDABA 79500 or EDABA 79800
**Hours 45**
**Credits 3**

**SPED 70000 - Issues and Practices in Educating Students with Disabilities**

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

**Hours 45 hours; includes 5 hours of field experience**
**Credits 3**

**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

**prereq or coreq:** SPED 70000
**SPED 70151 - Advanced Preparation in Educational Assessment**

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

**Hours 45**  
**Credits 3**

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**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

**prereq or coreq: SPED 70000**  
**Hours 45 hours; includes 15 hrs of field experience**  
**Credits 3**

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**SPED 70250 - Classroom Management in Special Education and Inclusive Settings**

Develops skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

**prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100**  
**Hours Includes 20 hrs of field experience, 45 hrs,**  
**Credits 3 cr**
SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

prereq: SPED 70000  
coreq: current employment as a teacher or enrollment in student teaching  
Hours Includes 10 hrs of field experience, 45 hrs,  
Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.

prereq or coreq: SPED 70000  
Hours 15 hrs,  
Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

Computer lab course focused on both broadly based and specialized applications for supporting students with learning disabilities, mild, moderate mental retardation, and behavioral disorders. Focus on select number of tools and their multiple uses. Also, overview of specialized computer curriculum software, web resources, and assistive technology for students with severe disabilities.

prereq or coreq: SPED 70000  
Hours 30 hrs lab,  
Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800  
Hours Includes 10 hours of field experience, 45 hrs,  
Credits 3 cr
SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100
Hours (includes 10 hours of field experience),
Credits 3 cr

SPED 70700 - Research Seminar: Issues in Special Education (KC)

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

Hours 45 hrs,
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45
Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice (For those in Advanced Preparation in Special Education)

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45
Credits 3
**SPED 71051 - Independent Study in Special Education**

Designed to allow advanced students to further their understanding and skill within special education.

*Hours 15-45 hrs,*
*Credits 1-3 cr*

Students must obtain the approval and participation of a special education adviser to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71052 - Independent Study in Special Education**

Designed to allow advanced students to further their understanding and skill within special education.

*Hours 15-45 hrs,*
*Credits 1-3 cr*

Students must obtain the approval and participation of a special education adviser to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71053 - Independent Study in Special Education**

Designed to allow advanced students to further their understanding and skill within special education.

*Hours 15-45 hrs,*
*Credits 1-3 cr*

Students must obtain the approval and participation of a special education adviser to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71151 - Independent Study in Deaf and Hard-of-Hearing**

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

*Hours 15-45 hrs,*
*Credits 1-3 cr*

Students must obtain the approval and participation of their adviser to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71152 - Independent Study in Deaf and Hard-of-Hearing**

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

*Hours 15-45 hrs,*
*Credits 1-3 cr*

Students must obtain the approval and participation of their adviser to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71153 - Independent Study in Deaf and Hard-of-Hearing**

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.
Hours 15-45 hrs,  
Credits 1-3 cr  
Students must obtain the approval and participation of their adviser to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED 71251 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

Hours 15-45 hrs,  
Credits 1-3 cr  
Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED 71252 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

Hours 15-45 hrs,  
Credits 1-3 cr  
Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED 71253 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

Hours 15-45 hrs,  
Credits 1-3 cr  
Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment (KC)

Credits 1 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 72000 - American Sign Language I

An intensive first course in American Sign Language (ASL), designed to establish a foundation of ASL communicative competence. Emphasizes ASL grammar, vocabulary, receptive and expressive skills, fingerspelling, numbers, and spatial and pronominal reference.
prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience, 90 hrs lab,
Credits 3 cr

SPED 72100 - American Sign Language II

This intensive course continues material covered in SPED 720. Emphasizes increased communicative competence in ASL, as well as grammar, vocabulary, and receptive and expressive skills.

prereq: SPED 72000
Hours Includes 10 hrs of field experience 90 hrs lab,
Credits 3 cr

SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. Differences are highlighted between ASL and English linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course.

prereq: SPED 72100
Hours 60 hrs lab,
Credits 2 cr

SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing

History of theory, practice and conceptualizations in the education of students who are deaf and hard-of-hearing. The study of language acquisition (English and ASL), bilingualism, and learning English as a second language in hearing and deaf children. Linguistic understanding and analysis of the components of language proficiency. Educational settings, issues of inclusion, and use of technology.

Hours Includes 10 hours of field experience 45 hrs,
Credits 3 cr

SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of Hearing: Methods 1

Theoretical and practical aspects of deaf children's receptive and expressive language use. Instructional procedures used to facilitate language acquisition in deaf and hard-of-hearing children and their learning to read and write. Assessment, instructional procedures, specific remediation techniques, and technology supports.

prereq: SPED 70000 and SPED 73000
coreq: must take SPED 73300 in semester immediately following.
Hours 3 hrs


**Credits 3 cr.**  
**Fall only**

**SPED 73300 - Math and Across-the-Curriculum Adaptations for Students who are Deaf and Hard-of-Hearing: Methods 2**  
Methods for assessing and teaching deaf and hard-of-hearing students in mathematics, science, social studies, other content areas, and time/space organization. Focus on math concept development and compensations; reading/writing and the arts across the curriculum; and organizational strategies for school, home and life.

*prereq: (immediate preceding semester) SPED 73100  
prereq or coreq: SPED 70000  
Hours Includes 15 hrs of field experience  
Credits 3 credits  
Spring only*

**SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing**  
Psycho-acoustic aspects of speech sounds and their relationship to speech acquisition in hearing and deaf children. Effects of various degrees of hearing loss on speech acquisition; sense modalities in speech production; typical voice and speech errors in deaf and hard-of-hearing children; methods, procedures, materials, and technology used for speech development and remediation; inclusion of deaf and hard-of-hearing students.

*prereq or coreq: SPED 70000  
Hours Includes 5 hrs of field experience  
Credits 3*

**SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing**  
Principles and methods of teaching speech and auditory training. Methods, procedures and materials used in development of oral communication, supports for inclusive settings and use of technology.

*prereq or coreq: SPED 70000  
Hours Includes 5 hrs of field experience  
Credits 3 credits*

**SPED 73700 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 12 (KC)**  
Supervised student teaching placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills prerequisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.
prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,
Credits 4 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 721, SPED 733
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 721, SPED 733
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73752 - Practicum: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 721, SPED 733
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

SPED 73753 - Practicum: Deaf and Hard-of-Hearing, Grade 7–12
Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**prereq or coreq:** SPED 721, SPED 733

**Hours** 30 hrs seminar, plus conferences,

**Credits** 2 cr

**SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**prereq or coreq:** SPED 72100, SPED 73300

**Hours** 30 hrs seminar, plus conferences, plus 20 days student teaching,

**Credits** 2

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6 (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**prereq or coreq:** SPED 72100, SPED 73300

**Hours** 30 hrs seminar, plus conferences, plus 20 days student teaching

**Credits** 2

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPED 73762 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 5-9 (KC)**

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.
prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 73763 - Supervised Practicum: Deaf and Hard-of-Hearing, Grade 7–12 (KC)**

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 7300, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)**

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)**

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

prereq or coreq: SPED 74000
Hours Includes 10 hrs of field experience
Credits 3
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments**

Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.

*prereq or coreq: SPED 74000, SPED 74100
Hours Includes 15 hrs of field experience
Credits 3*

**SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)**

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillexwriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

*prereq or coreq: SPED 74000, SPED 74100
Hours Includes 10 hrs of field experience
Credits 3*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74400 - Assistive Technology for Learners with Visual Impairments**

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

*prereq: SPED 74300
Hours 45 hrs,
Credits 3 cr*

**SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments**
Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

**prereq or coreq:** SPED 74000, 74100, 74200, 74300
**Hours** 15 hrs,
**Credits** 1 cr

**SPED 74600 - Educational Implications of Learners Who Are Deafblind**

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

**prereq:** SPED 70000, SPED 79000 or SPED 74100
**Hours** Includes 10 hrs of field experience
**Credits** 3

**SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments**

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

**prereq or coreq:** SPED 74000, 74100
**Hours** includes 10 hrs of filed experience
**Credits** 3 cr

**SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired at two grade levels that do not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, adapting sensory environments, selecting appropriate learning media, adapting curriculum through tactile graphics, developing IEPs, and forming partnerships with families.

**prereq or coreq:** SPED 74000, SPED 74100
**Hours** 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,
**Credits** 4 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12 (KC)**

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 74000, SPED 74100
Hours structured conferences, plus 20 days student teaching,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnership with families.

*prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences, plus 20 days student teaching
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

Hours includes 10 hrs field experience, 45 hrs, Credits 3 cr

SPED 75000 - The Study of Behavior Disorders
Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs.

prereq or coreq: SPED 70000
Hours Includes 20 hrs of field experience

SPED 75051 - The Study of Behavior Disorders (KC)

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders (KC)

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students.

prereq or coreq: SPED 75000
Hours Includes 20 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders (KC)

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3
This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

**SPED 75200 - Student Teaching: Behavior Disorders, Grades 1–3 and 4–6 (KC)**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instructions at grade levels 1–3 and 4–6. Factors influencing teaching and management outcomes such as family influences.

*prereq: SPED 75000
prereq or coreq: SPED 75100 or SPED 78150
Hours 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels,
Credits 4 cr

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

**SPED 75250 - Student Teaching: Behavior Disorders, Grades 1–3 (KC)**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes such as family influences.

*prereq: SPED 75000
prereq or coreq: SPED 75100 or SPED 78150
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

**SPED 75251 - Student Teaching: Behavior Disorders, Grades 4–6 (KC)**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

*prereq: SPED 75000
prereq or coreq: SPED 75100 or SPED 78150
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75252 - Supervised Practicum: Behavior Disorders, Grades 1–3 (KC)

Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

prereq: SPED 75000
prereq or coreq: SPED 75100 or SPED 78150
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75253 - Supervised Practicum: Behavior Disorders, Grades 4–6 (KC)

Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

prereq: SPED 75000
prereq or coreq: SPED 75100 or SPED 78150
Hours 30 hrs seminar plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

Cross-listed (Cross-listed with CEDF 75300.)
Hours 45 hrs includes 10 hrs field experience
Credits 3 cr

SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners
Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the full time gifted school.

_Cross-listed_ (Cross-listed with CEDF 75400.)

*Hours Includes 10 hrs field experience*

*Credits 3*

**SPED 75500 - Assessment and Instruction for Diversely Gifted Learners**

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

_Cross-listed_ (Cross-listed with CEDC 755.)

_prereq or coreq: SPED 75300 and SPED 75400_

*Hours Includes 20 hrs field experience*

**SPED 75600 - Professional Discourse and Leadership in Gifted Education**

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

_Cross-listed_ ADSUP 75600, CEDC 75600, CEDF 75600

_prereq or coreq: SPED 75300 and SPED 75400_

*Hours Includes 10 hrs field experience*

**SPED 76000 - Skills and Techniques for Rehabilitation Teaching I**

Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

_prereq: SPED 74000, 74100_

*Hours Includes 10 hrs field experience*

*Credits 3*

**SPED 76100 - Skills and Techniques for Rehabilitation Teaching II**

Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.
prereq: SPED 76000
Hours includes 10 hrs field experience
Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100
Hours 45 hrs,
Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments (KC)

Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100
Hours 230 hrs,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments (KC)

Provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100
Hours 230 hrs,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 76500 - Intermediate Orientation and Mobility (KC)
Theories related to perception, learning and development of individuals who are blind or visually impaired, and/or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

**SPED 76600 - Advanced Orientation and Mobility**

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

**SPED 76700 - Orientation and Mobility: Internship/Seminar (KC)**

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

**SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar**

This course teaches assessment, evaluation and lesson plan/execution, the systems of mobility used by persons who are visually impaired, and indoor travel techniques used by persons with visual impairments navigating familiar and unfamiliar buildings. Fifteen day summer course.
SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course provides instruction in, lesson sequencing, pedagogical and andragogical methods for O&M instruction for persons who are blind or visually impaired. Through observation, and practice, this course develops competencies in teaching travel techniques used by persons with visual impairments.

prereq: SPED 76800
Hours 3 hrs
Credits 3 cr.
Two week summer course.

SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities (KC)

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas.

coreq: SPED 77200
prereq or coreq: SPED 70000
Hours 45 plus 10 field hours
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 77100
prereq or coreq: SPED 70000
Hours 30 hours of seminar plus 25 field hours
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77300 - Math Methods for Adolescents with Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social- interaction, and the arts across
SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000
coreq: SPED 77300

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77500 - Supervised Student Teaching of Adolescents with Learning Disabilities (KC)

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities or mild/moderate intellectual disabilities in grades 7-12. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77550 - Supervised Practicum: Grades 7-12 (KC)

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

**SPED 77551 - Supervised Student Teaching: Learning Disabilities, Grades 7-12**

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

*prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200

*Hours 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching

*Credits 1.5 cr

**SPED 77552 - Student Teaching: Learning Disabilities, Grades 7-12**

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

*prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200

*Hours 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching

*Credits 1.5 cr

**SPED 77700 - Supervised Clinical Teaching of Students with Learning Disabilities (KC)**

Year-long course. On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

*coreq: SPED 78100

*prereq or coreq: SPED 70000

*Hours 15 hours seminar, plus 22 lab/clinical teaching hours

*Credits 3 (this course was listed in error as 2 credits in previous catalogs)

*Year-long course

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 78000 - The Study of Learning Disabilities in Children and Adolescents**

History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.
SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

prereq: SPED 70000 or 70050
Hours 3 hrs: includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Includes 10 hrs of field experience.

prereq or coreq: SPED 70000
Credits 3

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

Hours 45  
Credits 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100  
prereq or coreq: SPED 70000  
Hours 15 hrs seminar, plus 20 hrs lab,  
Credits 2 cr

Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab  
Credits 2

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.
SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 78100/78200
coreq: SPED 78400
Hours 45
Credits 3
Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum.

prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. Advanced students must complete individually-tailored assignments.

*Hours 45*  
*Credits 3*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)**

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use.

*prereq: SPED 781/782*  
*coreq: SPED 783*  
*Hours 15 hrs seminar, plus 20 hrs lab,*  
*Credits 2 cr*  
*Spring only*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)**

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use. Advanced students must complete individually-tailored assignments.

*Hours 15 hrs seminar, plus 20 hrs lab*  
*Credits 2*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
SPED 78500 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6 (KC)

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities in either grades 1–3 or 4–6, whichever is not covered in SPED 78200/SPED 78400. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 78200
Hours 3 hrs: 45 hrs seminar, plus conferences, plus a semester of student teaching
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78550 - Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6 (KC)

Supervised practicum, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 78200/SPED 78400. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 78200
Hours 3 hrs: 45 hrs seminar, plus conferences, plus a semester of student teaching
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78551 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 78552.

prereq: SPED 70000 or SPED 70050; SPED 78200
Hours 1.5 hrs: 30 hrs seminar, plus conferences, plus 30 days of student teaching
Credits 1.5 cr

SPED 78552 - Student Teaching/Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate intellectual disability in either grades 1–3 or 4–6, whichever is not covered in SPED 78551.

prereq: SPED 70000; SPED 78200
Hours 1.5 hrs: 30 hrs seminar, plus conferences, plus 30 days of student teaching
Credits 1.5 cr
SPED 78900 - Practicum in Adolescent Special Education (KC)

On-the-job supervised year-long classroom practicum on providing specially designed instruction in a special education teacher position/role for students in grades 7 - 12 with learning disabilities, behavior disorders and/or mild/moderate mental retardation. Entails supervisory observations by Hunter College faculty, with feedback conferences and individually tailored follow-up assignments for improving instructional planning, teaching, assessment, and student interactions. The 30-hour seminar focuses on effective instructional and behavioral strategies for the first year of teaching, including meeting the needs of students with severe/multiple disabilities (requires successful completion of online workshop related to students with severe/multiple disabilities).

**prereq or coreq:** SPED 70000  
**Hours** 30 hours seminar, plus conferences  
**Credits** 2 cr.  
**Year-long course**

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.

**prereq or coreq:** SPED 70000  
**Hours** 45 hrs,  
**Credits** 3 cr.

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

**prereq or coreq:** SPED 70000, SPED 79000  
**Hours** Includes 15 hrs of field experience  
**Credits** 3

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*
SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 15 hrs of field experience
Credits 3 cr

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication. Advanced students must complete individually-tailored assignments.

Hours includes 15 hrs of field experience
Credits 3

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

prereq: SPED 70000
Hours includes 10 hrs of field experience, 30 hrs
Credits 2 cr

SPED 79400 - Functional Language and Culture of Learners with Low Incidence Disabilities

This course emphasizes language strategies for English language learners (ELL), cultural/family values, home/school partnerships, teacher expectations and assumptions, classroom environments, learning materials. Students are expected to relate and adapt curriculum and ELL instructional strategies to learners with severe disabilities.

prereq: SPED 70600
Hours Includes 5 hrs of field experience,
Credits 1 cr

SPED 79500 - Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6
Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours: 30 hrs seminar, plus 40 days of student teaching at two grade levels,
Credits: 4 cr

SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3 (KC)

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours: 30 hrs seminar, plus conferences, plus 20 days of student teaching,
Credits: 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6 (KC)

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours: 30 hrs seminar, plus 20 days of student teaching,
Credits: 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3 (KC)

Supervised practicum in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 1–3. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours: 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6 (KC)**

Supervised practicum placement in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 4–6. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

*prereq or coreq: SPED 79000, 79100
Hours 30 hours seminar, plus conferences,
Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 79800 - Topics in Special Education**

In-depth study of one area relevant to teaching students with disabilities.

*prereq or coreq: SPED 700
Hours 15-45 hrs,
Credits 1-3 cr*

**SPED 79900 - Topics in Special Education**

In-depth study of one area relevant to teaching students with disabilities.

*prereq or coreq: SPED 700
Hours 15-45 hrs,
Credits 1-3 cr*

**SPED 77051 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)**

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods.

*prereq: By permission
Hours 3 hrs
Credits 3 cr.*
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE 77151 - Autism Spectrum Disorder: Characteristics and Implications for Intervention**

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

*prereq: By permission

*Hours 3 hrs

*Credits 3 cr.

**SPEDE 77251 - Positive Behavior Support (PBS) and Its Applications to Young Children with Special Needs**

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

*prereq: By permission

*Hours 3 hrs

*Credits 3 cr.

**SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

*prereq or coreq: SPED 79000, 79100

*Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences

*Credits 2

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**
Credits 2 credits

36 days (30 hr Seminar plus 36 days) Pre-K
2 credits

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar plus 36 days student teaching K-2), plus conferences
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Hours 36 days (30 hr Seminar plus 36 days) K-2
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 79552 - Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)
Hours (30 hr seminar plus conferences) Pre-K
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, pre-K), plus conferences
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 79553 - Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, K-2), plus conferences
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDCF 71000 - Social, Historical, & Philosophical Foundations of General and Bilingual Education: Theory and Practice

This course provides a foundation for TESOL and Bilingual Education students in the historical, social and philosophical foundations of general and bilingual education with an emphasis on the development and current educational policies and practices of educating English language learners. Required for TESOL Program 1.

Hours includes 10 hrs of fieldwork
Credits 4

EDESL 70100 - Selected Topics in TESOL

EDESL 701-704 Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 1 cr

EDESL 70200 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 2 cr

EDESL 70300 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 3 cr

EDESL 70400 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.
Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser  
Credits 4 cr  

**EDES 70500 - Structure of English: A Pedagogical View**

The total grammatical system of English seen functionally and pedagogically. Students examine research on various English language structures and develop optimum teaching approaches for presenting these structures.

prereq: LING 70100 or permission of TESOL adviser  
Hours 45 hrs  
Credits 3  
Required of students in Programs One, Two, and the Adult Program.

**EDES 75300 - Supervised Teaching 2 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

prereq: EDES 75200  
Hours 3 hrs  
Credits 3 cr  
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**EDES 76000 - Master's Essay Seminar in Educational Research**

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser  
Credits 4

**EDES 76100 - Language Assessment and Diagnosis of Special Needs in TESOL**

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing. Includes identification and diagnosis of ESL students with special needs. Required of students in Program 1 and Program 2.

prereq: EDES 79600/79610, EDES 77100, and LING 70200 or permission of TESOL adviser  
Credits 4  
includes 10 hrs fieldwork
EDESL 77000 - Content and Curriculum & Materials in Adult TESOL

An overview of current theory and practice in the design of content, curriculum, and materials for the teaching of Adult ESL, focusing primarily on designing ESL instruction for academic and adult continuing ESL contexts. Includes adult content area learning and English for Specific purposes, and integrating the 4 language skills.

prereq or coreq: EDESL 79600 or permission of TESOL adviser
Hours includes 10 hrs of fieldwork in Adult ESL classrooms
Credits 4

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610
Hours includes 20 hrs fieldwork in K-12 classrooms
Credits 4

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: EDESL 79600/79610 and LING 70200 or permission of TESOL adviser
Hours includes 10 hrs fieldwork
Credits 4

EDESL 77500 - Socio-Cultural Aspects of Language

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

Hours 3 hrs
Credits 3 cr

EDESL 77600 - Language Assessment in Adult TESOL

An overview of the theories, concepts, methods, and materials for assessing the language and content knowledge of adult ESL students. For students in Program 3.

prereq: EDESL 79600, LING 70200, EDESL 77000; coreqs: EDESL 77800, 77900, or permission of TESOL adviser
Hours includes 10 hrs of fieldwork in Adult ESL classrooms
Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy
This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

*prereq or coreq: LING 70200, EDESL 79600/79610
Credits 4
10 hours of field experience.*

**EDESL 77800 - Teaching Oral Language Skills in Adult TESOL**

An overview of current theory and practice in the teaching of oral skills (speaking, listening, and pronunciation) to adult ESL students, focusing primarily on designing ESL instruction to enhance students' skills in these areas. For students in Program 3.

*prereq: EDESL 79600
prereq or coreq: pre- or coreq: EDESL 77000
Credits 4*

**EDESL 77900 - Teaching Reading and Writing Skills in Adult TESOL**

An overview of the theory and practice of teaching reading and writing to adults in ESL, with considerations for the wide range of adult ESL learning contexts, including adult continuing education, college English/ESL programs and English for academic purposes. For students in Program 3.

*prereq: prereq: EDESL 79600
prereq or coreq: pre- or coreqs: EDESL 7700 or EDESL 78700 or EDESL 77500
Credits 4*

**EDESL 78000 - Seminar in Educational Research (Master's Essay)**

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination. This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

*prereq: completion of 24 credits and permission of TESOL adviser
Credits 3 cr (year-long)
Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter grade upon satisfactory completion of all course requirements.*

**EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)**

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

*Hours 3
Credits 3
Required for students in Program Two and Program Three (Adult Program).*
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDESL 78400 - Fieldwork in TESOL with Adults**

Teaching practicum in a field setting with adult learners of English in the Community Outreach Program in English (COPE) on Saturdays. (Sabbath observers meet during the week.) During a weekly seminar, emphasis is placed on peer dynamics, classroom management and setting and exploiting learning activities and environments.

*prereq: completion of 24 credits or permission of TESOL adviser*

*Hours 60 hrs*

*Credits 3*

*Required of students in the Adult Program.*

**EDESL 78410 - Practicum in TESOL for Adults**

A hands-on Practicum/teaching experience with adult ESL students in the Community Outreach Program in English (COPE) at Hunter College, that serves as one of two culminating teaching experiences in the Adult Track of the TESOL Program. Students also meet in a weekly seminar immediately after their COPE classes. Required of students in Program 3.

*prereq: prereq: completion of 24 credits or permission of TESOL adviser*

*Hours 30 hrs plus 60 hrs classroom teaching,*

*Credits 2 cr.*

**EDESL 78420 - Student Teaching in TESOL for Adults**

A student teaching experience (with the guidance of a cooperating teacher) in an academic ESL context (either an Intensive ESL Program or a college ESL class), that serves as one of two culminating teaching experiences in the Adult Track of the TESOL Program. Students also meet in a weekly seminar to discuss their student teaching experiences. Required of students in Program 3.

*prereq: prereq: completion of 24 credits or permission of TESOL adviser*

*Hours 30 hrs plus 60 hrs classroom teaching,*

*Credits 2*

**EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12**

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

*prereq: completion of 24 credits or permission of TESOL adviser*

*Hours 60 hrs seminar plus student teaching and conference*

*Credits 2*

*this is a year-long course*
EDESL 78510 - Supervised Student Teaching in the Elementary School: Pre-K–6

Supervised student teaching in Pre-K through grade 6 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in Pre-K–6; (2) Students with prior certification in another area must teach 20 days in Pre-K–6.

prereq: completion of 30 credits or permission of TESOL adviser
Hours 15 hr seminar plus student teaching and conferences,
Credits 2 cr.
Required of students in Programs One and Two. note: students should not take 788.10 if they are in this course

EDESL 78520 - Supervised Student Teaching in the Secondary School: Grades 7–12

Supervised student teaching in grades 7–12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in grades 7–12; (2) Students with prior certification in another area must teach 20 days in grades 7–12.

prereq: completion of 30 credits or permission of TESOL adviser
Hours 5 hrs seminar plus student teaching and conference,
Credits 2 cr
Required of students in Programs One and Two. note: students should not take 788.20 if they are in this course

EDESL 78600 - Phonetics of American English

Phonological (phonetic and phonemic) analysis of contemporary American speech.

prereq or coreq: LING 70100 or permission of TESOL adviser
Hours 45 hrs,
Credits 3 cr
Required of students in the Adult Program and for students in Pre-K–12 Programs One and Two who have been waived from a required course.

EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.
This course requires 30 hours of field experiences.

prereq: LING 70300, EDESL 78300 or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12 (KC)
Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

**prereq:** completion of 24 credits or permission of TESOL adviser  
**Hours** 60 hrs seminar plus student teaching and conference  
**Credits** 2  
*This is a year-long course*  
*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**EDESL 78810 - Supervised Practicum in the Elementary School: Pre-K–6**

Teaching practicum at the elementary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices.

**prereq:** completion of 30 credits or permission of TESOL adviser  
**Hours** 15 hr seminar plus supervised teaching and conferences,  
**Credits** 1 cr  
*For students in Programs One and Two who teach ESL in an elementary school setting, note: students should not take 785.10 if they are in this course.*

**EDESL 78820 - Supervised Practicum in the Secondary School: Grades 7–12**

Teaching practicum at the secondary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices.

**prereq:** completion of 30 credits or permission of TESOL adviser  
**Hours** 15 hr seminar plus supervised teaching and conferences,  
**Credits** 1 cr  
*For students in Programs One and Two who teach ESL in a secondary school setting, note: students should not take 785.20 if they are in this course.*

**EDESL 78900 - Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/ELF to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, materials development.

**prereq:** LING 701 or permission of TESOL adviser  
**Hours** 45 hrs,  
**Credits** 3 cr  
*Elective for students in the Adult Program and for students in the Pre-K–12 Programs One and Two who have been waived from a required course.*

**EDESL 79000 - Technology in TESOL: Adults**

Through reading, class discussions, demonstrations, and hands-on applications, students are introduced to a range of technologies available to adult language learners in the computer laboratory, through distance learning, and on the Internet; students are also exposed to procedures in computer-assisted language learning (CALL) and computer-
assisted instruction (CAI).

_Hours 45 hrs, 
_Credits 3 cr 
An elective for students in Program 3 and for students in Programs 1 and 2 who have been waived from a required course.

**EDESL 79100 - Language Assessment in TESOL**

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

_prereq: LING 70300, EDESL 78300 
_prereq or coreq: LING 77300, LING 70400 
_Hours 45 hrs, 
_Credits 3 cr 

**EDESL 79200 - Second Language Literacy and Technology**

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

_prereq: LING 70300; LING 77300; EDESL 78300 
_Hours 3 hrs, 
_Credits 3 cr 
_Required of students in both Pre- K–12 Programs One and Two; elective for students in the Adult Program.

**EDESL 79300 - Technology in TESOL: Pre-K–12**

This mini-course covers basic technology and computer operations/concepts (second language learning software; accessing, generating, manipulating data, and publishing results); the use of technology in personal/professional growth; and the applications of technology for language instruction.

_Hours 15 hrs, 
_Credits 1 cr 
_Required of students in both Programs One and Two and an elective in the Adult Program.

**EDESL 79400 - Teaching ESL Students with Disabilities: Pre-K–12**

Overview of issues and practices relevant to the teaching and learning of second language learners with special education needs.

_Hours 15 hrs, 
_Credits 1 cr 
_Required of students in Programs One and Two.

**EDESL 79500 - Health Education for Teachers of ESL: Pre-K–12**
An overview of health promotion and wellness for teachers of ESL students from diverse ethnic/cultural backgrounds and different abilities in grades pre-K through grade 12. It includes child abuse and neglect, drug education, fire safety education, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr
Required of students in Programs One and Two.

**EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages**

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in Program 1.

Credits 4 cr.
includes 30 hours fieldwork

**EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages**

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork
Credits 4 cr.
20 hours fieldwork

**EDESL 79630 - Methodology of Teaching English to Speakers of Other Languages**

Hours 25 hrs fieldwork
Credits 4 cr.

**EDESL 79800 - Student Teaching in Academic ESL**

Hours 60 hrs fieldwork
Credits 2 cr

**EDESL 79900 - Adult Fieldwork / Practicum (KC)**

Hours 60 hrs fieldwork
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**ESESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL**

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement
testing. Includes identification and diagnosis of ESL students with special needs. Required of students in Programs 1 and 2.

**prereq:** EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser  
**Hours includes 10 hrs fieldwork**  
**Credits 4**

**ESESL 77700 - Socio-Cultural Aspects of Language and Pedagogy**

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

**prereq or coreq:** LING 70200, EDESL 79600/79610  
**Credits 4**

**LING 77300 - Instructed Second Language Acquisition (KC)**

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

**prereq or coreq:** EDESL 78300; LING 70300  
**Hours 3 hrs**  
**Credits 3 cr**  
**This Key Course requires a grade of B or better to pass.**  
**Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.**  
**This course may be repeated only once.**

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**Courses in the School of Urban Public Health**

**School of Urban Public Health**

**About the School**

Hunter College's School of Urban Public Health educates students to contribute to improving urban health by addressing problems such as HIV, substance abuse, asthma, obesity, under-nutrition, violence, heart disease and cancer. The School offers undergraduate programs in Community Health and in Nutrition. Hunter's School of Urban Public Health shares an eight-story, 147,000-square-foot green building on Third Avenue between East 118th and 119th Streets with the Silberman School of Social Work at Hunter College. Faculty, staff and students from both schools work closely with community organizations and health and social service agencies in East Harlem to strengthen existing and create new approaches to improving the well-being of East Harlem and other low-income communities.

The MS degree in Nutrition is designed for individuals seeking to attain the RD credential. The MS in Nutrition is an accredited didactic program in dietetics (DPD), completion of which certifies eligibility to apply for a dietetic internship.
The Accelerated BS/MS is for third year NFS majors who are interested in completing their degree and then continuing at Hunter to obtain a master's degree and verification statement (students will be provisionally accepted into the program in their junior year but must maintain grade requirements to matriculate into the MS-DPD program). This accelerated pathway provides the opportunity for undergraduate students to remain at Hunter for their graduate coursework providing students the opportunity for academic acceleration to a graduate degree.

What can I do with my degree in Nutrition and Food Science?

Graduates of the NUTR-MS program may work as nutritionists in a wide variety of health care facilities including hospitals and public health agencies. Since the MS-Nutrition curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the credentialing arm of the American Dietetic Association (ADA), the program will qualify students from the BS/MS accelerated track to apply for Dietetic Internships and continue their professional preparation for the Registered Dietitian (RD) credential.

Accreditation

The NUTR-MS is a didactic program in dietetics (DPD), accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation of Dietetics Education (CADE), the accrediting agency of the Academy of Nutrition and Dietetics. The Dietetic Internship is also accredited by ACEND. Both the DPD and DI programs are designed for individuals seeking to become eligible to sit for the national registration examination in dietetics to become credentialed as a Registered Dietitian (RD).

Programs and Courses

Programs and Courses in Nutrition

Administration

Campus Director
Khursheed Navder, PhD, RDN, FAND
Room 612, (212) 396-7775
knavder@hunter.cuny.edu

Silberman Campus
2180 Third Avenue (119th Street and Third Avenue, 5th floor)
New York NY 10035
http://www.hunter.cuny.edu/uph

For information, contact:
Nzinga Ajani
Silberman 5th floor
Dean's Suite
212 396 7729 -or-
http://www.hunter.cuny.edu/uph

Faculty

Faculty of School of Urban Public Health
BIOS 75000 - Applied Biostatistics I

A follow up course to PH 7500/75100 and PH 75200/75300, covering intermediate-level statistical methods commonly used in public health research. Topics include: simple and multiple linear regression; logistic regression; residual analysis; variable selection. Focus on practical applications, utilizing statistical software.

Cross-listed STAT 75000
prereq: PH 7500 or 75100 and PH 75200 or 75300
Credits 3

BIOS 75100 - Applied Biostatistics II

A follow up course to BIOS 75000, covering intermediate and advanced statistical methods commonly used in public health research. Topics include: log linear and generalized linear models; random and mixed effects models; survival analysis. Focus on practical applications utilizing statistical software.

Cross-listed STAT 75100
prereq: BIOS 75000
Hours 3 hrs
Credits 3 cr.

BIOS 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression and log-linear models.

Cross-listed STAT 75200
prereq: BIOS 75000

BIOS 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal & random effects models, time-dependent covariates, missing values.

Cross-listed STAT 75300
prereq: BIOS 75000

BIOS 75400 - Design and Analysis of Complex Surveys

This course provides an introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

Cross-listed STAT 75400
prereq: BIOS 75000

BIOS 75500 - Survival Analysis
An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data, using case studies.

*Cross-listed* STAT 75500  
*prereq*: BIOS 75000

### BIOS 75600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics include: data summaries; transformations; the jackknife and resampling schemes; robust estimation; and robust regression methods.

*Cross-listed* STAT 71600  
*prereq*: BIOS 75000

### BIOS 75800 - Analysis of Variance

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics including: one, two and many way layouts; decomposition and partitioning of variance; fixed, random, and mixed effects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

*Cross-listed* STAT 71800  
*prereq*: BIOS 75000

### BIOS 77000 - Topics in Biostatistics

Courses on current topics in biostatistics.

*Offered periodically*

### BIOS 77001 - Applied Biostatistics III

An advanced biostatistics course that focuses on mixed models, GEE for analysis of correlated data, management of missing data and imputation, propensity scoring, and causal inference.

*prereq*: BIOS 75100 and EPI 75100  
*Credits*: 3

### COMHE 75000 - Community Health Assessment

This course prepares students to collect and analyze data on community health from a variety of sources, to identify problems and assets, and to develop objectives for community health interventions.

*prereq*: PH 75500  
*Hours*: 45  
*Credits*: 3

### COMHE 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.
**COMHE 75200 - Community Organizing and Development for Health**

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

**COMHE 75300 - Health Program Planning and Funding**

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

**COMHE 75400 - Research and Evaluation for Community Health**

Basic concepts, methods and approaches for evaluation research applied to community health education and health-related programs through a critical review of literature and a program evaluation design.

**COMHE 77000 - Topics in Community Health Education**

Courses on current topics in community health education.

*offered periodically*

**COMHE 77025 - Maternal and Child Health**

This course explores maternal and child health issues both domestically and internationally.

*Credits 3*

**EOHS 70200 - Introduction to Occupational Safety and Health**

Introduction to basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards, and the regulations governing these hazards.

*Credits 3*

**EOHS 70500 - Environmental Chemistry**
Survey of chemical and physical concepts essential for understanding environmental and occupational health sciences, including study of the atmosphere, air and water pollution, and energy resources. Physical principles of heat and energy, and radioactivity will be discussed.

Credits 3

**EOHS 71000 - Industrial Safety and Safety Management**

Fundamental concepts and principles of industrial accident prevention and loss control; safety program organization; hazard recognition and evaluation; accident investigation; machine guarding; tire protection; personal protective equipment.

Credits 3

**EOHS 74100 - Environmental and Industrial Hygiene Laboratory**

Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.

*prereq or coreq: EOHS 70500*

*Hours 90 hrs lec and lab, 
Credits 4 cr*

**EOHS 74300 - Air Resource Management**

Air pollution sources, types of pollutants, transport phenomena, effects on health and on vegetation and materials; air quality monitoring, criteria, standards, and control methods.

Credits 3

**EOHS 74500 - Hazardous Waste Management**

A review of the sources, transportation and control of hazardous chemical wastes. Regulatory requirements, disposal methods and health effects will also be presented.

Credits 3

**EOHS 74600 - Water Resources**

Water and waste water technology related to public health. Sources of water supply, distribution, treatment, chemical, biological and physical water pollutants and their health consequences. Review of federal legislation. Field trip to waste water treatment plant.

**EOHS 74700 - Hazard Evaluation and Instrumentation**

An introduction to instrumental methods used to assess environmental and occupational health hazards. Principles and operation of commonly used direct reading instruments and demonstration of their application.

*prereq: PH 75000 or 75100, EOHS 70200, EOHS 70500*

Credits 3
EOHS 75400 - Environment and Occupational Toxicology

Introduction to principles of toxicology with emphasis on environment and occupational aspects. Systematic review of the toxicology of major organ systems; health effects of categories of toxins, such as solvents and metals; and review of toxicological testing and evaluation.

prereq: PH 75400 and EOHS 70500
Credits 3

EOHS 75500 - Industrial Ventilation and Indoor Air Quality

Advanced course. This course covers the fundamentals of design, operation and evaluation of air moving systems for local and dilution exhaust ventilation systems. Engineering controls are the preferred method for the control of airborne hazards in the workplace.

prereq: EOHS 70200 and PH 75400 or permission of the instructor
coreq: EOHS 70200 and PH 75400 with permission of the instructor
Hours 3 hrs
Credits 3 cr.

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500
Credits 3

EOHS 75900 - Industrial Processes and Plant Visits

A review of major industrial processes and health hazards associated with each. Includes site visits to metropolitan NY industrial facilities during working hours.

prereq: EOHS 75700
Credits 3

EOHS 76200 - Noise and Radiation Hazards and Controls

Introduction to basic concepts of sound, noise measurement, and noise control in community and occupational environments. Health and safety problems involved with the use of ionizing and non-ionizing radiation, with an emphasis on identification and control.

prereq or coreq: EOHS 70500
Credits 3

EOHS 76500 - Environmental Audits and Remediation

Introduction to environmental investigation and remediation technologies commonly used in professional practice. Presents proper practices for assessing and remediating asbestos, lead-based paint, indoor air quality, and underground storage tanks situations and Phase I site audits.
EOHS 77000 - Topics in Environmental and Occupational Health Sciences

Courses on current topics in environmental and occupational health sciences.

Offered periodically.

EOHS 77025 - Topics: Biohazards and Emergency Response

This cross-listed undergraduate/masters class covers the biology of microorganisms and toxins most frequently considered in perpetrated attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, emergency communication, and prevention. In addition to classroom activities, students participate in group projects to simulate bioterrorism events and responses: government regulation, chain of evidence, and related topics are covered.

Cross-listed MLS 40066

Hours 3
Credits 3

EOHS 77500 - Indoor Air Quality

A review of sources indoor air pollution and its evaluation and control. Topics include assessment techniques, air sampling, HVAC assessment and remediation approaches.

Credits 3

EPI 75000 - Epidemiologic Methods I: Study Research Design

This course will provide an in depth understanding of the design and conduct of epidemiological studies, including causal inferences, measurement, major study designs, threats to validity, and urban public health applications. Examples will be based on the health of New York City residents. Prereq: ,

Cross-listed GC PH 82000

prereq: PH 75100, PH 75300
Credits 3

EPI 75100 - Epidemiologic Methods II: Survey and Research Methods

This course will provide students with an understanding of the methods used to test research hypotheses; tools for selecting statistical tests appropriate for the particular study design and research hypotheses; and an ability to recognize the importance and impact of threat to validity such as confounding and bias. This course will also cover survey methods used in epidemiologic research.

Cross-listed GC PH 82100

prereq: EPI 75000
Credits 3

EPI 75200 - Applied Research: Data management and analysis
This course provides students with the opportunity to apply epidemiological and statistical concepts using several datasets to answer a given research question and test the hypotheses associated with it.

prereq: BIOS 75100, EPI 75100 or instructor's permission
Credits 3

EPI 75300 - Clinical Trials and Experimental Design

This course provides students with the basic foundation of experimental design, with a focus on clinical trials (single and multi-center), intervention trials, and quasi experimental design, particularly in the field of public health. The strengths and limitations of these approaches in comparison with related observational epidemiologic studies will also be covered. Specific topics to be discussed include design options (sampling, treatment allocation, cluster randomization), sample size and power considerations, adverse event monitoring, and statistical analysis of trial data.

prereq: PH 75000/75100 and PH 75200/75300
Credits 3

EPI 75400 - Social Epidemiology

This course will introduce public health and other interested graduate students to the sub-discipline of social epidemiology, including theory and methods. Specifically, students will gain an understanding of how an individual's interactions with factors associated with the social fabric of the society affect and shape health outcomes. This class will also examine the etiology and prevention of disease within both ecological (multi-level) and multidisciplinary frameworks.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75500 - Epidemiology of Chronic Diseases

This course provides students with epidemiological background information for the most common chronic disease conditions. In addition, the course provides students with hands on experience to characterize the frequency and impact of chronic diseases and their risk factors in New York City (NYC) using public data available through the Department of Health and Mental Hygiene.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75600 - Epidemiology of Infectious Diseases

This course will examine the role of epidemiology in understanding transmission, surveillance and control of infectious diseases. Special focus will be on emerging infectious diseases in urban settings.

prereq: PH 75000 or 75100, PH 75200 or 75300
Offered periodically.

EPI 75700 - Reproductive and Perinatal Epidemiology

This course covers current research, controversial issues, and methodological problems in the epidemiology of male and female reproduction and perinatal health. Topics include: epidemiology of fertility and infertility, contraception and hormone usage, reproductive cancers and other diseases, pregnancy complications, maternal mortality, adverse pregnancy outcomes and birth defects.
EPI 75800 - Nutritional Epidemiology

This course teaches concepts and principles used in nutritional epidemiology. It provides skills required to critically evaluate dietary assessment methodology and reviews current topics in nutritional epidemiology. In addition, the role of nutrition in health and how this applies to public health is discussed.

Cross-listed GC PH 81200
prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75900 - Environmental and Occupational Epidemiology

Using a case study approach, this course will explore epidemiologic methods for studying environmentally and occupationally related diseases. Key methodologic issues, such as exposure and outcome assessment, cumulative and multiple exposures, exposure pathways, research ethics, and policy implications of epidemiological findings will also be discussed. The focus will be on the environmental and occupational health of urban populations.

prereq: PH 75000 or PH 75100, PH 75200 or 75300, PH 75400

EPI 76000 - Modeling and Making the Most of your Data with R

This course will provide students with a toolkit for making the most of their data using R when appropriate. This course will consolidate many of the skills previously taught in data analysis and modeling. It will focus on the practical application of these skills throughout the lifecycle of a research project, and provide illustrations and applications of relevant techniques in R. It will provide grounding in the use of R.

prereq: EPI75100 (Epidemiological Methods II) and BIOS75100 (Applied Biostatistics II)
Open to MPH and EOHS-MS or departmental permission.
Hours 3 hrs
Credits 3 cr.

EPI 76100 - Psychiatric and Mental Health Epidemiology

An introduction to the epidemiology of mental health and mental illness. This course takes an explicit epidemiologic perspective, focusing on the study of the burden and determinants of mental illness. It reviews the extant literature on the epidemiology of specific disorders and evaluates studies that investigate risk factors for mental illness. We will consider methodologic challenges involved in the study of mental health and illness such as limitations to diagnostic techniques and screening instruments and issues surrounding co-morbidity. The course will also address the social consequences of mental illness, and consider how we may apply epidemiologic methods to promoting psychological wellbeing in the general population.

prereq: EPI 75000 (Epidemiological Methods I) or equivalent
Open to MPH and EOHS-MS or departmental permission.
recommended prereq or coreq: experience with statistical software (e.g., SPSS, SAS or STATA) preferred but not required
Hours 3 hrs
Credits 3 cr.

EPI 76200 - Life Course Epidemiology
Provides a theoretical framework as to how life-course exposures affect vulnerability to disease, knowledge about life course influences on selected diseases and the implications for prevention and control. This course will also consider how intra- and inter-generational influences may be relevant to disparities in health. Readings will address empirical patterns, prevailing theories and controversies regarding life course influences, as well as addressing interventions or policies that may be applied to improve population health.

*prereq: EPI 75000 (Epidemiological Methods I)*

*Open to MPH and EOHS-MS or departmental permission.*

*Hours 3 hrs*

*Credits 3 cr.*

### EPI 76300 - Public Health Surveillance

Public health surveillance is the fundamental mechanism that public health agencies use to monitor the health of the communities they serve. It is a core function of public health practice, and its purpose is to provide a factual basis from which agencies can appropriately set priorities, plan programs, and take actions to identify and reduce disparities, promote, and protect the public's health. This course will cover the principles of public health surveillance, including historical context, vital registration, disease reporting regulations and notifiable diseases, surveillance registries, surveillance for behaviors and risk factors, administrative data sources in surveillance, epidemiologic uses of surveillance data, legal and ethical issues, and dissemination of surveillance information.

*prereq: PH 75300 (Principles of Epidemiology), PH 75200 (Introduction to Epidemiology), PH 75100 (Principles of Biostatistics), PH 75000 (Introduction to Biostatistics)*

*Open to MPH and EOHS-MS or departmental permission.*

*Hours 3 hrs*

*Credits 3 cr.*

### EPI 76400 - Epidemiology Methods III

This course exposes students to intermediate methods in epidemiologic research and provides students with an opportunity to consider how these strategies complement and advance the more commonly used strategies. Doctoral and master's students will apply these concepts and theoretical knowledge to quantitative analyses using different types of epidemiologic data. Emphasis will be placed on developing practical skills relevant to contemporary epidemiologic research. Students will explore individual-level exposure-disease associations using classic study designs and techniques, as well as more recent methods that shift away from identifying individual risk factors for disease causation to the description and analysis of environmental systems that give rise to both exposures and health states. Students will also examine potential mediators of these relations.

*prereq: EPI 75100 (Epidemiological Methods II) and BIOS 75100 (Applied Biostatistics II)*

*Open to MPH and EOHS-MS or departmental permission.*

*Hours 3 hrs*

*Credits 3 cr.*

### EPI 77000 - Topics in Epidemiology

Courses on current topics in epidemiology.

*Offered periodically.*

### EPI 77005 - Epidemiological Methods IV
This seminar is intended to help students integrate the concepts and methods of epidemiologic research with specific inquiry directed at understanding and improving the health of urban populations. This seminar requires students to develop proposals for epidemiologic research, identify strategies for data analysis that incorporate the lessons learned in Epidemiology Methods courses I, II, and III, and to examine the application of those strategies to existing research. This course helps to "bring together" the epidemiology theory and methods that have been discussed throughout the rest of curriculum with the particular exigencies of urban public health.

**prereq:** EPI 75000/77000 or PUBH 82200 (CUNY Graduate Center)

*Credits variable credits*

**EPI 77200 - Topics Emerging in Epidemiology**

This short course brings leading experts into classrooms to teach emerging methods in epidemiology, study controversial topics, or provide a rapid immersion into a specialized topic. Each course combines didactic teaching with applied hands-on training.

**prereq:** PH75000 (Introduction to Biostatistics)/PH75100 (Principles of Biostatistics) and PH75200 (Introduction to Epidemiology)/PH75300 (Principles of Epidemiology)

*Open to MPH and EOHS-MS or departmental permission.*

*Hours 22.5 total; hours vary*

*Credits 1.5*

**HPM 75000 - Public Health Management**

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs.

**prereq:** PH 75500, PH 75600

**HPM 75100 - Public Health and Health Care Law**

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.

**prereq or coreq:** PH 75500, PH 75600 or with instructor's permission for those with at least one year of health care experience

**HPM 75200 - Comparative Analyses of Urban Health Care Systems**

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

**prereq:** PH 75500, PH 75600

*Students can take this course or HPM 75400*

**HPM 75300 - Public Health Policy Analysis**
Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

**prereq:** PH 75500, PH 75600

**HPM 75400 - Public Health Advocacy**

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

**prereq:** PH 75500, PH 75600

*Students can take this course or HPM 75200*

**HPM 75500 - Health Economics**

This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.

**prereq:** Recommended pre-req: PH 75500, PH 75600

**HPM 77000 - Topics in Public Health Policy and Management**

Courses on current topics in public health policy and management.

*Offered periodically*

**NUTR 70000 - Seminar in Dietetics Practice**

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

*Open to dietetic internship (DI) students only.*

**NUTR 70100 - Pre-Professional Practice in Dietetics: Clinical**

Supervised externship in clinical dietetics and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70200 - Pre-Professional Practice in Dietetics: Food Service**

Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70300 - Pre-Professional Practice in Dietetics: Community**
Supervised externship in community nutrition and classroom discussions of readings and field experiences.

Credits 3
Open to DI students only.

**NUTR 70500 - Nutrition and Biochemistry**

The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetic of biochemical reactions.

**NUTR 71000 - Principles of Public Health Nutrition**

Fundamentals of nutrition in public health as they apply to health promotion and disease prevention for individuals and society, with emphasis on urban populations.

**NUTR 71500 - Food Service and Management**

An overview of good service operations and theories, functions and tasks of management

**NUTR 72000 - Community Nutrition Education**

Nutrition programs and materials for health promotion in the community.

**NUTR 72500 - Nutrition Research**

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

**NUTR 73000 - Nutritional Assessment of Urban Communities and Populations at Risk**

The collection and analysis of data for the purposes of identification of, and designing interventions for, individuals and urban populations at nutritional risk.

**NUTR 73100 - Human Nutrition and Metabolism**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

`prereq: NUTR 70500`

**NUTR 73200 - Advanced Nutrition II**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

`prereq: NUTR 73100`

**NUTR 73300 - Nutrition and Human Development**
Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

**NUTR 73400 - Clinical Nutrition I**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73100*

**NUTR 73500 - Clinical Nutrition II**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73400*

**NUTR 74600 - Nutrition and Disease**

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

*coreq: NUTR 74700*

**NUTR 74700 - Advanced Nutrition and Assessment Laboratory**

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

*coreq: NUTR 74600*

**NUTR 74800 - Nutrition Assessment & Counseling**

Nutrition assessment in humans, including anthropometric, biochemical, clinical, and dietary assessment; the application of principles of communication and counseling skills.

*prereq: NUTR MS matriculant
Hours 3 hrs
Credits 3 cr.*

**NUTR 75600 - Food Science and the Environment**

Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

*coreq: NUTR 75700*

**NUTR 75700 - Food Science and the Environment Laboratory**

Laboratory experience with the chemical and physical properties of food components.
coreq: NUTR 75600
Credits 1

NUTR 76000 - Practicum

Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

prereq: completion of 27 credits in NUTR

NUTR 77000 - Topics in Nutrition

Courses on current topics in nutrition.

prereq: No prerequisite courses required.
Open to NUTR MS or with departmental permission
Hours 1-6
Credits Variable 1-6 credits, with a maximum of 6 credits.
Offered periodically. Variable credits.

NUTR 77100 - Topics in Nutrition II

Varied by topic. See department for description per course offering.

prereq or coreq: All NUTR-MS Plan matriculants &amp; IPND, DI certificate, BSMS matriculants or department permission
Hours Variable 1-3
Credits Variable 1-3
repeatable course multiple times

NUTR 77200 - Topics in Nutrition II

Varied by topic. See department for description per course offering.

prereq or coreq: All NUTR-MS Plan matriculants &amp; IPND, DI certificate, BSMS matriculants or department permission
Hours Variable 1-3
Credits Variable 1-3
repeatable course multiple times

NUTR 77300 - Topics in Nutrition II

Varied by topic. See department for description per course offering.

prereq or coreq: All NUTR-MS Plan matriculants & IPND, DI certificate, BSMS matriculants or department permission
Hours Variable 1-3
Credits Variable 1-3
repeatable course multiple times
NUTR 78000 - Capstone

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the Nutrition MS program. Students will complete either a project, research/review paper, or a manuscript.

prereq: Completion of at least 18 credits of graduate coursework toward the MS Nutrition degree
Hours Variable 3-6 hrs
Credits Variable 3-6 cr. with a maximum of 6 cr.

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100
Hours 3
Credits 3

PH 75400 - Fundamentals of Environmental Health

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.
Hours 3
Credits 3
PH 75600 - Fundamentals of Health Policy and Management

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy analysis of public health agencies and private sector managed care.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.

Hours 3
Credits 3

Courses in Theatre

Theatre

OVERVIEW

The Hunter College Theatre Department offers students the opportunity to study theatre while exploring New York's vibrant theatre scene. We offer both an MA in Theatre and an MFA in Playwriting. We believe that critical thinking and practical skills nourish each other, and students in both programs can take elective classes in acting, directing and design, in addition to theatre history, literature, and theory. Our accomplished faculty members bring their professional experience as practitioners and scholars outside the college to the classroom. The Department produces one mainstage and several smaller productions each semester, with students taking part in all areas of performance and production.

What can I do with my degree in Theatre?

The MA in Theatre prepares students to teach at all levels, work as a teaching artist or work in a nonprofit in the theatre industry. The MFA in Playwriting prepares a select group of students for professional careers as dramatic writers in theatre, film and television.

Programs and Courses

Programs and Courses in Theatre

Administration and Faculty

Chair:

Gregory Mosher
Baker Theatre Building - 5th floor
151 East 67th St
(212) 772-5149
gm1125@hunter.cuny.edu
Department Office:
Baker Theatre Building - 5th floor
(212) 772-5148
huntertheatreassistant@gmail.com
http://hunter.cuny.edu/theatre

Acting Director of MFA Program
Christine Scarfuto
BTB 530
(212) 650-3003
cs3858@hunter.cuny.edu

Faculty
Theatre Faculty

THC 70200 - History of Theatrical Theory
Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

Hours 2 hours, including conferences,
Credits 3

THC 70500 - Theatre in Society
Study of influence of social, philosophical, and religious concepts on content and form of modern theatre.

Hours 2 hrs, including conferences,
Credits 3 cr

THC 71000 - Studies in Dramatic Genre
Theories and changing forms of traditional theatrical genres: tragedy, comedy, tragicomedy, farce, melodrama.

Hours 2 hrs, including conferences,
Credits 3 cr
May be repeated for credit.

THC 71100 - Theatre Criticism
Analysis of practical modern criticism.

Hours 2 hrs, including conferences
Credits 3 cr

THC 75100 - History of Theatre I
Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

**THC 75200 - History of Theatre II**

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

**THC 75300 - History of American Theatre**

Theatre in United States from Colonial times to present, with emphasis on its importance as a social and cultural force.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

**THC 75800 - Asian Performance**

Study of traditional performance genres in India, China, Japan and Southeast Asia.

*Hours 2 hrs, including conferences*
*Credits 3 cr*

**THC 76000 - Studies in Theatre History and Production**

Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance.

*Hours 2 hrs, including conferences*
*Credits 3 cr*
*May be repeated for credit.*

**THC 76100 - Dramaturgy Research and Case Studies**

Consideration of general problems of production research, including its application in rehearsal; specific examples will be analyzed.

*Hours 3 hrs, plus hrs to be arranged,*
*Credits 3 cr*

**THC 76200 - History of Directing**

Seminar on the history of the directing profession, with emphasis on innovative 19th- and 20th-century artists.

*Hours 3 hrs*
*Credits 3 cr*

**THC 76300 - Dramaturgy Workshop**
Workshop in the theory and practice of production dramaturgy emphasizing performance projects conceptualized by students working in director-dramaturgy pairs.

*prereq: THC 75100, 75200, 79100, or perm instr
Hours 3 hrs
Credits 3 cr

**THC 76400 - Translation Workshop**

Workshop in the theory and practice of translating plays. Each student will translate a play or other theatre-related text during the semester.

*prereq: perm instr
Hours 3 hrs
Credits 3 cr

**THC 76500 - Dramaturgy Practicum**

Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member.

*prereq: THC 76100, 76200, 76300, or perm instr
Hours Hrs to be arranged.
Credits 3 cr
May be repeated twice for credit.

**THC 73100 - MFA Playwriting I: The One-Act Play**

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

*prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor
Hours 3
Credits 3

**THC 73200 - MFA Playwriting II: The Full-Length Play**

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

*prereq: (and/or other special conditions):
THC 73100 or permission of instructor.
THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

_prereq: THC 73200 or permission of the instructor_

Hours 3
Credits 3

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

_prereq: THC 72100 Playwriting III_
_coreq: THC 72400 Production Workshop II_

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

_prereq: Playwriting II_
_coreq: Playwriting III_

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists–directors, actors, designers, and dramaturges–through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.
THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

*Hours 2 hrs, including conferences
*Credits 3 cr

THC 79300 - Playwriting I

Study of techniques of playwriting based on student's own work with special emphasis on scenes and one-act form.

*Hours 3 hrs
*Credits 3 cr

THC 79400 - Playwriting II

Writing and criticism of original material with emphasis on full-length form.

*prereq: THC 79300
*Hours 3 hrs
*Credits 3 cr

THC 79500 - Seminar in Playwriting and Directing

Designed for playwrights at work on new scripts and for directors desirous of staging original material.

*prereq: THC 79400 or 79200
*Hours 3 hrs
*Credits 3 cr
*May be repeated for credit.

THC 79600 - Film Writing

Study of problems of writing for film. Students are required to prepare original scripts for class critique.

*Hours 3 hrs
*Credits 3 cr

THC 73000 - Harold Clurman Seminar in Theatre

A seminar named in honor of Harold Clurman that features guest artists from the professional theatre discussing various aspects of theatre.

*Hours 3 hrs, including conferences
*Credits 3 cr

THC 75400 - Contemporary Styles of Production
Theories in style and method of dramatic production.

Hours 2 hrs, including conferences
Credits 3 cr

THC 75500 - Visual Elements of Theatre I

Study and practice of director's and playwright's conceptual approach to visual requirements of plays.

Hours 2 hrs, including conferences
Credits 3 cr

THC 75600 - Visual Elements of Theatre II

Study and practice of scene and lighting design with special emphasis on their value to the director as important tools of interpretation.

prereq: THC 75500
Hours 2 hrs, including conferences.
Credits 3 cr

THC 78500 - Theories and Styles of Acting

Intensive study in theories and techniques of acting, with emphasis on historical and modern styles.

Hours 3 hrs
Credits 3 cr

THC 79100 - Advanced Directing and Rehearsal

Study of problems in play direction, with practice in presentation of scenes and plays.

Hours 3 hrs
Credits 3 cr

THC 79200 - Special Problems in Directing

Interrelation of director and playwright through project work on original scripts.

prereq: THC 79100
Hours 3 hrs
Credits 3 cr

THC 72000 - Independent Research

Directed program of reading, research, or creative presentation under supervision of graduate faculty member.

prereq: perm instr
Hours Hrs to be arranged.
Credits 3 cr
THC 72500 - Special Topics

Studies in specialized areas of theatre.

*Hours 3 hrs, including conferences,
Credits 3 cr
May be repeated for credit.*

THC 79900 - Master's Essay

Individually supervised research and writing of a thesis, leading to graduation with honors.

Credits 3

Courses Outside the Degree Program

It is the responsibility of the graduate adviser to see that matriculated students do not register for any graduate courses outside their program without written permission of the graduate adviser or coordinator of the program in which they are matriculated.

Creative Arts Education Programs

- Dance Education - MA
- Music Education PreK-12 - MA
- Visual Arts Education - MA

Credentials Submitted for Application to Hunter College

Credentials submitted in support of an application become the property of Hunter College and will not be released to the applicant or transmitted to a third party, except for those foreign certificates considered irreplaceable. Original foreign documents will be returned to the applicant only if, at the time of filing, they are accompanied by photocopies.

Credit

In general one credit represents 15 semester hours of classroom work or 30 semester hours of laboratory work, or the equivalent. Students are automatically classified as full-time during any given semester if they are taking 12 credits. They may be certified as full-time if they are taking fewer than 12 credits but are pursuing additional academic work that is required for the degree and that amounts to full-time study, such as preparing for comprehensive examinations, writing a thesis, teaching on a fellowship, student teaching or undertaking an internship or fieldwork under faculty supervision. Students who believe they qualify for certified full-time status and wish to protect their status as full-time students because of eligibility requirements for financial aid must ask their graduate advisers to verify the full-time nature of their academic work and make a recommendation on this matter to the registrar prior to the beginning of classes of each semester.
Credit

In general one credit represents 15 semester hours of classroom work or 30 semester hours of laboratory work, or the equivalent. Students are automatically classified as full-time during any given semester if they are taking 12 credits. They may be certified as full-time if they are taking fewer than 12 credits but are pursuing additional academic work that is required for the degree and that amounts to full-time study, such as preparing for comprehensive examinations, writing a thesis, teaching on a fellowship, student teaching or undertaking an internship or fieldwork under faculty supervision. Students who believe they qualify for certified full-time status and wish to protect their status as full-time students because of eligibility requirements for financial aid must ask their graduate advisers to verify the full-time nature of their academic work and to make a recommendation on this matter to the registrar prior to the beginning of classes of each semester.

CUNY Campus and Workplace Violence Prevention Policy

Return to: Health/Safety Policies & Procedures

Policy Statement

The City University of New York (the "University" or "CUNY") is committed to the prevention of Workplace Violence and will respond promptly to any threats and/or acts of violence. For purposes of this Policy, Workplace Violence is defined as any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to:

- An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- Any intentional display of force that would give an employee reason to fear or expect bodily harm;
- Intentional and wrongful physical contact with an employee without his or her consent that entails some injury;
- Stalking an employee in a manner that may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment.

Workplace Violence presents a serious occupational safety hazard to CUNY and its employees. The University will respond promptly to threats and/or acts of violence. All employees are responsible for helping to create an environment of mutual respect and for assisting in maintaining a safe and secure work environment and will participate in the annual Workplace Violence Prevention Training Program. Individuals who violate the Policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution.

Incidents involving Workplace Violence will be given the serious attention they deserve. Employees are responsible for reporting any incidents of Workplace Violence of which they become aware. The procedure for reporting incidents of suspected or alleged Workplace Violence can be found in the campus-specific Workplace Violence Prevention Programs at Paragraph 7. The procedure for reporting complaints of a potential violation of the CUNY Workplace Prevention Policy and Programs can be found in the campus-specific Workplace Violence Prevention Programs at Paragraph 9.

The University, at the request of an employee, or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies when an employee or students anticipates that an act of violence may result from and encounter with said individual(s).
Employee participation in the implementation of this Policy will be provided through their authorized employee representatives, who will be invited to participate in:

1. scheduled physical risk assessment site evaluation(s) to determine the presence of risk factors which may place employees at risk of workplace violence;
2. the development and annual review of a Workplace Violence Prevention Program promulgated by each College for the implementation of the Policy;
3. the annual review of the Campus Workplace Incidents Report prepared annually by each College; and
4. as appropriate, following a serious incident of Workplace Violence.

link to: CUNY Workplace Violence Policy

CUNY Medical Withdrawal & Re-Entry Policy

The City University of New York ("CUNY") is committed to the academic success and personal growth of its students. As part of that commitment, the university and its constituent campuses are responsible for providing a safe learning and working environment for students, faculty, staff and other members of the university community. Some students may, because of a medical condition, engage in behavior that presents a direct threat of harm to themselves or to others, or substantially disrupts the learning or working environment of others. In such situations, the safety and security of the campus community, including the individual student, is paramount. This policy does not replace or supersede reasonable and appropriate security and health and safety measures, such as calling 911 or taking other immediate action in case of imminent threat to life or limb. In addition to taking action to protect the security and safety of the campus community, a college may address the student's conduct to determine if action under this policy or under the student disciplinary process is appropriate. When a student's conduct that directly threatens or substantially disrupts the learning or working environment of others appears to relate to a medical condition, the campus may, at its option, address the student's conduct either in accordance with this policy, or through the student disciplinary process. If the student's conduct constitutes a threat solely to him or herself, it should be addressed under this policy rather than the disciplinary process.

1. Primary Principles

As an alternative to disciplinary action that may be taken under Article XV of CUNY's Bylaws, a college of CUNY may bring a proceeding to require a student to withdraw from the university, or, under some circumstances, the student's home college and/or from residence in a college residence hall under this withdrawal policy and procedures when the student's behavior evidences a direct threat of harm to others, or when the student's behavior substantially disrupts the learning or working environment of others. A direct threat means a significant risk of harm to health or safety. (BTM,2007,06-25,007_C)

A student who threatens to commit or attempts to commit suicide, and who does not otherwise threaten direct harm to others or substantially disrupts the learning or working environment of others, shall not be subject to disciplinary action for that threat or attempt under Article XV of the CUNY's Bylaws. If a college determines that withdrawal of the student or retention of the student subject to specified conditions is appropriate because the student's behavior threatens direct harm to him or herself, the procedures outlined below shall apply instead of disciplinary procedures. (BTM,2007,06-25,007_C)

A student who withdraws or is withdrawn from the university, a college or college residence hall pursuant to this policy may apply for re-entry to the University, a college and/or to a college residence hall. The application for re-entry shall
be made to the student's home college's Chief Student Affairs Officer, who shall determine whether the student still presents a direct threat of harm to him or herself or others or still presents a significant risk to substantially disrupt the learning or working environment of others. If the Chief Student Affairs Officer or designee determines, based on the assessment of a qualified, licensed mental health professional, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student's application for re-entry. (BTM,2007,06-25,007_C)

2. Process

2.1 Emergency Interim Removal

If a student's behavior presents an immediate, severe and direct threat to him or herself or others (by evidencing a likelihood of harm to him or herself or others), or is substantially disrupting the learning or working environment of others, the Chief Student Affairs Officer or designee (if such Officer is not immediately available) may direct an emergency interim removal of the student that restricts the student's access to the College's campus or residence hall, as appropriate, for an interim period before a final determination of the matter. The Chief Student Affairs Officer or designee shall consult with the university's Office of the General Counsel prior to making any such direction. (BTM,2007,06-25,007_C). The fact that a student has threatened to commit suicide or attempted suicide, by itself, does not allow the Chief Student Affairs Officer or designee to direct an emergency interim removal. In all cases involving such students, the Chief Student Affairs Officer or designee must attempt to have the student individually assessed by a mental health professional as outlined below before deciding whether to direct an emergency interim removal. (BTM,2007,06-25,007_C). Except as permitted above, before determining whether to require an emergency interim removal, the Chief Student Affairs Officer or designee shall take the following steps (BTM,2007,06-25,007_C):

Exercise all reasonable efforts to meet with the student (BTM,2007,06-25,007_C)

In that meeting, offer the student the opportunity to be evaluated at the college's expense by a qualified, licensed mental health professional, who may be an employee of a college of the university (CUNY) or of the university or on retainer to a college of the university (CUNY). Whenever possible, that professional shall have had no prior contact with the student. The professional shall assess whether the student's behavior presents an immediate, severe and direct threat to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, and, if so, whether the student's behavior may be the result of a medical issue. That professional shall present his or her findings to the Chief Student Affairs Officer or designee, who shall determine based on those findings and other evidence available whether emergency interim removal under these procedures is appropriate (BTM,2007,06-25,007_C)

If the student refuses to meet, and/or refuses to undergo such assessment or to keep a scheduled appointment, the Chief Student Affairs Officer or designee may require emergency interim removal without a meeting and/or mental health assessment if he or she reasonably concludes on the basis of the available evidence that the student's behavior evidences an immediate, severe and direct threat of harm to the student or others or is substantially disrupting the working or learning environment of others and presents a significant risk to continue that substantial disruption. The Chief Student Affairs Officer or designee shall consult with the University's Office of the General Counsel before making such a determination. (BTM,2007,06-25,007_C)

The emergency interim removal from the college and/or residence hall shall remain in effect until a final decision has been made pursuant to the procedures below, unless, before a final decision is made, the Chief Student Affairs Officer or designee determines that the reasons for imposing the interim removal no longer exist. (BTM,2007,06-25,007_C)

2.2. Withdrawal after Emergency Interim Removal
If a student has been subjected to an emergency interim removal from the college and/or residence hall, the college shall request retention with conditions or voluntary withdrawal within 7 calendar days of such removal. Should the request for retention with conditions or voluntary withdrawal request be refused, the college shall determine within 7 calendar days of such refusal whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or, disciplinary proceedings under Article XV of the University Bylaws, as applicable above, and shall send notice of either such proceeding in accordance with the notice requirements of the applicable procedure within that seven day period. For students who have been subjected to an emergency interim removal without having undergone the assessment procedures outlined above, the college shall follow the assessment procedures outlined below prior to determining its course of action. (BTM,2007,06-25,007,.C)

In cases where the student has been subjected to an emergency interim removal without assessment, the procedure for determining whether withdrawal is appropriate is as follows (BTM,2007,06-25,007,.C):

The Chief Student Affairs Officer or designee shall exercise best efforts to meet with the student to discuss the student's behavior and to hear the student's explanation of the alleged behavior. If, after hearing the explanation, the Officer or designee still wishes to consider the possibility of the student's withdrawal, he or she shall offer the student an opportunity to be evaluated, at the college's expense, by a qualified, licensed mental health professional, who may be an employee of a college of the university (CUNY) or the university, or on retainer to a college of the university or the university. Whenever possible, that professional shall have had no prior contact with the student. The professional shall make findings concerning whether the student's behavior presents a direct threat of harm to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and if so, whether the student's behavior may be the result of a medical issue. The professional shall report such findings to the Chief Student Affairs Officer, who shall, based on those findings, and after consultation with the University's Office of the General Counsel, determine the appropriate action, including whether to request that the student withdraw from the university, the college and/or the college residence hall or whether to request that the student agree to specified conditions in lieu of withdrawal. (BTM,2007,06-25,007,.C)

If the student refuses to undergo the requested assessment, or fails to keep the scheduled appointment, and the Chief Student Affairs Officer reasonably concludes on the basis of the available evidence that the student's behavior presents a direct threat of harm to him or herself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, the Chief Student Affairs Officer may request that the student voluntarily withdraw from the university, the college and/or the college residence hall. The Chief Student Affairs Officer shall consult with the University's Office of the General Counsel before making any such request. (BTM,2007,06-25,007,.C)

If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall (BTM,2007,06-25,007,.C):

(a) Discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable
(b) Discuss the circumstances with the student's parents or legal guardians as permissible by law and as appropriate
(c) Consult with the student's academic adviser or department, as appropriate
(d) Consult with the residence hall director, as appropriate
(e) Refer the student to appropriate resources for treatment
(f) Advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.

If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University's Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings, or, in the case of students referenced above, whether to initiate disciplinary proceedings under Article XV of the University Bylaws.
2.3. Withdrawal without Emergency Interim Removal, of Students who Present a Direct Threat of Harm to Others or Substantially Disrupt the Learning or Working Environment of Others

In situations where a student's behavior evidences a direct threat of harm to himself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and the Chief Student Affairs Officer reasonably believes that the student's behavior may be connected to a medical issue, the Chief Student Affairs Officer or designee may request that the student voluntarily withdraw or agree to retention under conditions. (BTM,2007,06-25,007,_.C)

If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall (BTM,2007,06-25,007,_.C):

(a) Discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable
(b) Discuss the circumstances with the student's parents or legal guardians as permissible by law and as appropriate
(c) Consult with the student's academic adviser or department, as appropriate
(d) Consult with the residence hall director, as appropriate
(e) Refer the student to appropriate resources for treatment
(f) Advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.

If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University's Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or disciplinary proceedings under Article XV of the University Bylaws. (BTM,2007,06-25,007,_.C)

Before initiating involuntary withdrawal proceedings under this procedure, the Chief Student Affairs Officer shall follow the assessment procedures outlined above. (BTM,2007,06-25,007,_.C)

2.4 Withdrawal without Emergency Interim Removal of Students who Present a Direct Threat of Harm Solely to Themselves

The college shall follow the assessment and other procedures outlined above in order to determine the appropriate course of action. (BTM,2007,06-25,007,_.C)

3. Involuntary Withdrawal

The following shall be the procedures for involuntary withdrawal:

Notice of the involuntary withdrawal hearing and the time and place of the hearing shall be personally delivered or sent by the Chief Student Affairs Officer or designee of the student's home college to the student at the address appearing on the records of the college, by overnight or certified mail, by regular mail, and, for students who have a college e-mail address, to that e-mail address. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing. (BTM,2007,06-25,007,_.C)

The notice shall contain (BTM,20 07,06-25,007,_.C)

(a) A statement of the reasons involuntary withdrawal is sought
(b) The type of withdrawal sought (from the university, the college and/or from the college residence hall); and
(c) A statement that the student has a right to present his or her side of the story, to present witnesses and evidence on
his or her behalf, to cross-examine witnesses presenting evidence against the student, to remain silent without assumption of guilt, and to be represented by legal counsel or an adviser at the student's expense.

The university shall constitute a Health Review Panel, comprised of qualified, licensed mental health professionals employed by a college of the university (CUNY) or by the university, or on retainer to a college of the university or the university. The university's Vice Chancellor for Student Development shall appoint the members of the Health Review Panel. Members of the Health Review Panel, in committees constituted separately for each hearing ("Health Review Committee"), shall be responsible for adjudicating all involuntary withdrawal hearings held according to these procedures. For each involuntary withdrawal hearing, the Vice Chancellor for Student Development or his designee shall constitute a three-person Health Review Committee from the Health Review Panel to adjudicate at that hearing. No member of the Health Review Committee shall have had prior contact with the student. All decisions of the Health Review Committee shall be made by majority vote. (BTM,2007,06-25,007,C)

The hearing shall be closed, unless the student requests an open hearing. However, the Health Review Committee may overrule a request for an open hearing if it determines that an open hearing would be inappropriate or disruptive in light of the nature of the evidence to be presented. (BTM,2007,06-25,007,C)

After the evidence is presented at the hearing, the Health Review Committee shall determine whether the college has proved, by a preponderance of the evidence, that the student's behavior presents a direct threat of harm to him or herself or others, or has substantially disrupted the learning or working environment of others and presents a significant risk of threatening further substantial disruption of the learning or working environment of others, and if so, what the appropriate remedy should be. The Health Review Committee may also set reasonable and appropriate conditions on re-entry. The decision of the Health Review Committee shall be made within five business days from the close of the hearing. (BTM,2007,06-25,007,C)

4. Appeals

An appeal from the decision of the Health Review Committee may be made to the President of the student's home college or the President's designee within thirty calendar days after the delivery of the decision appealed from. The President or designee shall make his or her determination on the appeal within fifteen business days from receipt of the appeal. The President's decision may be appealed to the Chancellor of the University or his or her designee within thirty calendar days after the delivery of the President's decision on appeal. The Chancellor or designee's decision shall be made within fifteen business days from receipt of the appeal. The Chancellor (or designee's) decision shall be final. The bases overturning a decision of the Health Review Committee at both levels of review are limited to the following . (BTM,2007,06-25,007,C)

(a) Clearly erroneous factual findings;
(b) Procedural irregularities;
(c) Newly available evidence that would have affected the outcome;
(d) The remedy and/or conditions on re-entry were unreasonable or inappropriate.

5. Re-entry

A student who is withdrawn from the university, a student's home college and/or a college residence hall under this policy may be considered for re-entry. A student wishing to be considered for re-entry should contact his or her home college's Chief Student Affairs Officer and provide appropriate documentation of behavioral change and resolution of the initial behavioral problem, including compliance with any conditions that may have been set for re-entry. A student may apply for re-entry to the university, a college and/or a college residence hall no more than one time per term. (BTM,2007,06-25,007,C). In assessing an application for re-entry, the Chief Student Affairs Officer or designee shall (BTM,2007,06-25,007,C):
(a) In cases in which he or she determines that an additional mental health assessment is necessary, refer the student for
assessment to a qualified, licensed mental health professional, at the college's expense;
(b) Receive, investigate, and examine appropriate relevant documentation, including assessments made by college-
referred mental health professionals, and, if applicable, licensed treating mental health professionals;
(c) Consult with the Health Review Committee, in cases in which the student's withdrawal was adjudicated by such a
Committee;
(d) Contact the student's parents or legal guardians as permissible by law, if appropriate
(e) Provide an opportunity for the student to meet with the Chief Student Affairs Officer or designee to discuss re-entry.

If the Chief Student Affairs Officer or designee determines, based on the evidence presented, that there is not a
significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student's
application for re-entry. In such cases, the Chief Student Affairs Officer or designee shall initiate the re-entry process,
provide the student with written conditions for continued attendance, and inform any relevant administrators of the
student's re-entry.

If the Chief Student Affairs Officer or designee determines that the application for re-entry should be denied, he or she
shall provide the student with a written explanation of the reasons for the denial and specify when the next request for
re-entry may be considered. (BTM,2007,06-25,007_C)

A student may appeal the Chief Student Affairs Officer or designee's denial of re-entry to the college President or
designee within thirty calendar days after the delivery of the decision denying re-entry. The President or designee shall
make his or her determination on the appeal within thirty calendar days from receipt of the appeal. The President's
decision may be appealed to the Chancellor of the University or his or her designee within thirty calendar days after the
delivery of the President's decision on appeal. The Chancellor or designee's decision shall be made within thirty
calendar days from receipt of the appeal. The Chancellor (or designee's) decision shall be final. The basis for
overturning a decision on appeal at either level shall be limited to a determination that the decision on re-entry was
clearly erroneous. (BTM,2007,06-25,007_C)

6. Effect on Academic Status

In the event of a withdrawal pursuant to this policy, a notation of withdrawal shall appear on the student's transcript for
all classes taken during that semester. The Chief Student Affairs Officer at a student's home college may grant a student
request that, in lieu of withdrawal, a notation of incomplete shall appear on his or her transcript for classes taken during
that semester if and only if there is a reasonable prospect that the student will eventually complete such classes, subject
to faculty approval for each such class. Regardless of the notation that appears on a student's transcript, the Chief
Student Affairs Officer of the student's home college shall inform the Vice Chancellor for Student Development of the
student's withdrawal in order to effectuate a hold by the University Application Processing Center on the student's
ability to transfer or otherwise seek admission to another college of the university. (BTM,2007,06-25,007_C)

7. Effect on Housing Status

If the student has been living in a college residence hall and will not be permitted to continue to do so, the student's
contract will be canceled and fees refunded on a prorated basis. (BTM,2007,06-25,007_C)

8. Confidentiality

The results of examinations by mental health professionals to whom students are referred for assessment at any stage in
the withdrawal or readmission process shall be confidential student records, except that if the results indicate that the
student presents an imminent, severe, and direct threat of harm to him or herself or others, those results may be shared
with the appropriate individuals in order to attempt to prevent the occurrence of such harm. The results of these
examinations shall be admissible in involuntary withdrawal hearings but shall not be admissible in disciplinary
hearing, unless the student places his or her health, including mental health, at issue in a disciplinary hearing. (BTM,2007,06-25,007,_.C)

CUNY Policy on Academic Integrity

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Academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

A. Definitions and Examples of Academic Dishonesty

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.
- Self-plagiarism - reusing one’s own work that was submitted in another class/context without obtaining the professor’s permission.

Falsification of Records and Officials Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

CUNY Policy on Sexual Misconduct

return to: Health/Safety Policies & Procedures

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I. Policy Statement

Every member of The City University of New York community, including students, employees and visitors, deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence. Accordingly, CUNY is committed to:

1) Defining conduct that constitutes prohibited sexual harassment, gender-based harassment and sexual violence;

2) Providing clear guidelines for students, employees and visitors on how to report incidents of sexual harassment, gender-based harassment and sexual violence and a commitment that any complaints will be handled respectfully;

3) Promptly responding to and investigating allegations of sexual harassment, gender-based harassment and sexual violence, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;

4) Providing ongoing assistance and support to students and employees who make allegations of sexual harassment, gender-based harassment and sexual violence;

5) Providing awareness and prevention information on sexual harassment, gender-based harassment and sexual violence, including widely disseminating this policy, and implementing training and educational programs on sexual harassment, gender-based harassment and sexual violence to college constituencies; and

6) Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing sexual harassment, gender-based harassment and sexual violence and is applicable at all college and units at the University. The CUNY community should also be aware of the following policies that apply to other forms of sex discrimination, as well as to other types of workplace violence and domestic violence that affect the workplace:

• The CUNY Policy on Equal Opportunity and Nondiscrimination prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than sexual harassment, gender-based harassment or sexual violence covered by this policy.

• The CUNY Workplace Violence Policy addresses workplace violence and the CUNY Domestic Violence in the Workplace Policy addresses domestic violence in or affecting employees in the workplace.

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.

II. Prohibited Conduct

A. Sexual Harassment, Gender-Based Harassment and Sexual Violence. This policy prohibits sexual harassment, gender-based harassment and sexual violence against any CUNY student, employee or visitor.

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

Sexual violence is an umbrella term that includes sexual assault, such as rape/attempted rape, criminal sexual act, forcible touching, and sexual abuse. If of a sexual nature, stalking/cyberstalking (hereinafter "stalking") and dating,
domestic and intimate partner violence may also constitute sexual harassment, gender-based harassment or sexual violence.

The complete definitions of these terms, as well as other key terms used in this policy, are set forth in Section XI below.

B. Retaliation. This policy prohibits retaliation against any person who reports sexual harassment, gender-based harassment or sexual violence, assists someone making such a report, or participates in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint.

C. Certain Intimate Relationships. This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section X below.

III. Title IX Coordinator

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including sexual harassment, gender-based harassment and sexual violence, in education programs. The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. The name and contact information for all Title IX Coordinators at CUNY can be found on the university's dedicated Title IX website at Campus Title IX Webpages.

IV. Immediate Assistance in Cases of Sexual Violence

A. Reporting to Law Enforcement

Students or employees who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus are strongly encouraged to immediately report the incident by calling 911, contacting their local police precinct, or contacting their college public safety office, which is available 24 hours a day, 7 days a week. Campus public safety officers can also assist the complainant with filing a complaint both on and off-campus, and in obtaining immediate medical attention, counseling and other services.

B. Obtaining Immediate Medical Attention and Emotional Support

CUNY is committed to assisting anyone who experiences sexual violence to seek comprehensive medical attention as soon as possible to treat injuries, obtain preventative treatment for sexually transmitted diseases, and preserve evidence, among other things. For rapes in particular, immediate treatment and the preservation of evidence of the attack are important for many reasons, including facilitating a criminal investigation. In addition, individuals who have experienced or witnessed sexual violence are encouraged to seek emotional support as soon as possible, either on or off-campus.

On-campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

For off-campus resources, CUNY maintains a list of emergency contacts and resources, including rape crisis centers, available throughout New York City on its dedicated web page. This list includes a designation of which local hospitals are designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.

V. Reporting Sexual Harassment, Gender-Based Harassment or Sexual Violence to the College
CUNY encourages individuals who have experienced sexual harassment, gender-based harassment or sexual violence (referred to in this policy as "complainants") to report the incident(s) to campus authorities, even if they have reported the incident to outside law enforcement, and regardless of whether the incident took place on or off-campus. Such reporting will enable complainants to get the support they need, and provide the college with the information it needs to take appropriate action. However, individuals should be aware that there are employees at their college/unit whom they can speak with on a strictly confidential basis before determining whether to make a report to college authorities. See Section VI below.

A. Filing a Complaint with Campus Authorities

(i) Students. Students who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

• Title IX Coordinator;

• Office of Public Safety;

• Office of the Vice President for Student Affairs and/or Dean of Students;

• Residence Life staff in CUNY owned or operated housing, including Resident Assistants.

(ii) Employees. Employees who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

• Title IX Coordinator;

• Director of Human Resources;

• Office of Public Safety.

(iii) Visitors. Visitors who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

• Title IX Coordinator;

• Office of Public Safety;

• Residence Life staff in CUNY owned or operated housing, including Resident Assistants.

Once any of the individuals or offices above is notified of an incident of sexual harassment, gender-based harassment or sexual violence, she/he will coordinate with the appropriate college offices to address the matter in accordance with this policy, including taking appropriate interim and supportive measures. All information in connection with the complaint, including the identities of the complainant and the respondent, will be kept as confidential as possible and will only be shared with those who have a legitimate need for the information.

B. Support Assistance for Complainants

When a Title IX Coordinator receives a complaint of sexual or gender-based violence, she/he will work with the Chief Student Affairs Officer to identify a trained staff member to assist the complainant with support services and accommodations.

C. Request that the College Maintain a Complainant's Confidentiality, Not Conduct an Investigation, or Not Report an Incident to Outside Law Enforcement
After a report of an alleged incident of sexual harassment, gender-based harassment or sexual violence has been made to the Title IX Coordinator, a complainant may request that the matter be investigated without her/his identity or any details regarding the incident being divulged further. Alternatively, a complainant may request that no investigation into a particular incident be conducted or that an incident not be reported to outside law enforcement.

In all such cases, the Title IX Coordinator will weigh the complainant's requests against the college's obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but only that all efforts will be undertaken to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing assistance and support, including, where appropriate, the interim and supportive measures set forth in Section VII of this policy.

If the Title IX Coordinator determines that she/he will maintain confidentiality as requested by the complainant, the college will take all reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college's ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request.

In any event, the college is required to abide by any laws mandating disclosure, such as the Jeanne Clery Act and New York's Campus Safety Act. However, notification under the Jeanne Clery Act is done without divulging the complainant's identity, and notification of sexual violence under the New York Campus Safety Act is not required and will not be done if the complainant requests confidentiality.

If the Title IX Coordinator determines that the college must report the incident to outside law enforcement, the college will cooperate with any criminal investigation, which may include providing the outside law enforcement agency with any evidence in its possession relating to the incident.

D. Action by Bystanders and Other Community Members

While those employees designated as "responsible" employees are required reporters as set forth in Section VI below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual harassment, gender-based harassment or sexual violence that they may witness. Although these actions will depend on the circumstances, they include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

In addition, CUNY encourages all community members to report an incident of sexual harassment, gender-based harassment or sexual violence that they observe or become aware of to the Title IX Coordinator, and/or the offices of Public Safety and the Vice President of Students Affairs and/or Dean of Students at their college. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.

E. Amnesty for Drug and Alcohol Use

CUNY strongly encourages students to report instances of sexual harassment, gender-based harassment or sexual violence as soon as possible, even if those reporting or the alleged victim may have engaged in the inappropriate or unlawful use of alcohol or drugs. Therefore, a student who reports or experiences sexual harassment, gender-based harassment or sexual violence will not be disciplined by the college for any violation of CUNY's Policy Against Drugs and Alcohol in connection with the reported incident, subject to the conditions in CUNY's Medical Amnesty/Good Samaritan policy.

F. Reporting Suspected Child Abuse

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18.
Information regarding mandated child abuse reporting is available on the Office of the General Counsel web page. If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.

G. Reporting Retaliation

An individual may file a complaint with the Title IX Coordinator if she/he has been retaliated against for reporting sexual harassment, gender-based harassment or sexual violence, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section VIII of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

VI. Reporting/Confidentiality Obligations of College and University Employees

An individual who speaks to a college or CUNY employee about sexual harassment, gender-based harassment or sexual violence should be aware that employees fall into three categories: (1) "confidential" employees, who have an obligation to maintain a complainant's confidentiality regarding the incident(s); (2) "responsible" employees, who are required to report the incident(s) to the Title IX Coordinator; and (3) all other employees, who are strongly encouraged but not required to report the incident(s).

A. Confidential Employees

(i) For Students. Students at CUNY who wish to speak to someone who will keep all of the communications strictly confidential should speak to one of the following:

• Counselor or other staff member at their college counseling center;

• Nurse, nurse practitioner or other staff member in the college health office;

• Pastoral counselor (i.e., counselor who is also a religious leader) if one is available at their college; or

• Staff member in a women's or men's center, if one exists at their college.

The above individuals will not report any information about an incident to the college's Title IX Coordinator or other college employees without the student's permission. The only exception is in the case where there is an imminent threat to the complainant or any other person.

A student who speaks solely to a "confidential" employee is advised that, if the student wants to maintain confidentiality, the college may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. However, these professionals will assist the student in receiving other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or report the incident to local law enforcement and thus have the incident investigated.

(ii) For Employees. Although there is no one directly employed by CUNY to whom CUNY employees can speak on a confidential basis regarding sexual harassment, gender-based harassment or sexual violence, free confidential support services are available through CUNY's Work/Life Program, which is administered by an outside company. Confidential community counseling resources are also available throughout New York City:

B. "Responsible" Employees

"Responsible" employees have a duty to report incidents of sexual harassment, gender-based harassment or sexual violence, including all relevant details, to the Title IX Coordinator. Such employees are not permitted under any circumstances to maintain a complainant's confidentiality. To the extent possible, information reported to responsible employees will be shared only with the Title IX Coordinator, the "responsible" employee's supervisor, and other people responsible for handling the college's response to the report.

Before a complainant reveals any information to a responsible employee, the employee shall advise the complainant of the employee's reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources.

CUNY has designated the following individuals as "responsible" employees:

(i) Title IX Coordinator and her/his staff

(ii) Office of Public Safety employees (all)

(iii) Vice President for Student Affairs and Dean of Students and all staff housed in those offices

(iv) Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all)

(v) College President, Vice Presidents and Deans

(vi) Athletics Staff (all)

(vii) Department Chairpersons/Executive Officers

(viii) Human Resources staff (all)

(ix) University Office of the General Counsel employees (all)

(x) College/unit attorney and her/his staff

(xi) College/unit labor designee and her/his staff

(xii) Faculty members at times when they are leading off-campus trips

(xiii) Faculty or staff advisors to student groups

(xiv) Employees who are Managers (all)

(xv) SEEK/College Discovery staff (all)

C. All Other Employees

Employees other than those identified in subsections "A" and "B" above are permitted but not required to report any possible sexual harassment, gender-based harassment or sexual violence; however, they are encouraged by CUNY to make such a report.

It is important to emphasize that faculty members other than those specifically identified in subsection "B" above have not been designated as "responsible" employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are encouraged to do so.

VII. Interim and Supportive Measures
The college will take immediate steps to protect the complainant and other affected parties, as well as the college community at large, following an allegation of sexual harassment, gender-based harassment or sexual violence. In general, when taking such interim and supportive measures, the college will seek to minimize the burden on the complainant.

Interim and supportive measures may include, among other things:

(i) Making necessary changes to academic programs, including a change in class schedule, making appropriate accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting the complainant to attend a class via skype or other alternative means where appropriate, providing an academic tutor, or extending deadlines for assignments;

(ii) Making necessary changes to residential housing situations or providing assistance in finding alternate housing;

(iii) Changing an employee's work assignment or schedule;

(iv) Providing the complainant with an escort to and from class or campus work location;

(v) Arranging appropriate transportation services to ensure safety;

(vi) Prohibiting contact between the complainant and the respondent ("no contact" orders);

(vii) Offering counseling services to the complainant, to the respondent, and, where appropriate, to witnesses, through the college Counseling Center or other appropriate college office, or a referral to an off-campus agency;

(viii) Providing the complainant assistance in obtaining medical and other services, including access to rape crisis centers;

(ix) Providing the complainant assistance with filing a criminal complaint and seeking an order of protection;

(x) Enforcing an order of protection;

(xi) Addressing situations in which it appears that a complainant's academic progress is affected by the alleged incident;

(xii) In exceptional circumstances, seeking an emergency suspension of a student or an employee under applicable CUNY Bylaws, rules, policies and collective bargaining agreements.

VIII. Investigating Complaints of Sexual Harassment, Gender-Based Harassment or Sexual Violence

The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual harassment, gender-based harassment or sexual violence may have been committed against a student, employee or visitor, unless the complainant has requested that the college refrain from such an investigation and the college has determined that it may do so.

A. The Investigation

The college Title IX Coordinator is responsible for conducting the investigation in a prompt, thorough, and impartial manner. The college Title IX Coordinator shall inform the respondent that an investigation is being commenced and shall inform the respondent of the allegations of the complainant. If there is a written complaint, the respondent shall be provided with a copy of the complaint unless circumstances warrant otherwise. The Title IX Coordinator shall coordinate investigative efforts with other college offices, and may designate another trained individual to conduct all
or part of the investigation. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview conducted as part of such investigation.

The college Title IX Coordinator shall take prompt and effective steps reasonably calculated to end any sexual harassment, gender-based harassment or sexual violence, including: (i) taking interim measures; (ii) preventing retaliation; (iii) providing the complainant and the respondent with periodic status updates of the investigation and notice of outcome of the investigation; (iv) informing the complainant of her/his right to file a criminal complaint; (v) coordinating with law enforcement agencies, as appropriate, after consultation with Public Safety; (vi) maintaining all documents of the investigation; and (vii) drafting a report of findings, which is to be submitted to the College President.

B. Conflicts

If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person's duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.

C. Mediation

While mediation is not permitted in cases where sexual violence is alleged, it may be appropriate where sexual harassment or gender-based harassment allegations have been made by a student or employee but there is no allegation of sexual violence. Mediation is a process whereby the parties can participate in a search for fair and workable solutions. Mediation requires the consent of both the complainant and the respondent, but does not require the complainant and respondent to meet face-to-face. Either party, however, has the right to end the mediation at any time and proceed with the investigation process. A respondent who is covered by a collective bargaining agreement may consult with and have a union representative present at any mediation session.

D. Timing

The college shall make every reasonable effort to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. While some complaints may require extensive investigation, whenever possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

E. Report of Findings

Following the completion of the investigation, the Title IX Coordinator shall report her/his findings to the College President in writing. Following such report, the College President shall review the complaint investigation report and authorize such action as she/he deems necessary to address the issues raised by the findings. In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.

F. Disciplinary Action

Following an investigation, the College President may recommend that disciplinary action be commenced against the respondent student or employee.
i) Discipline against students. In cases where a student is accused of a violation of this policy, including retaliation, the matter shall be referred to the college's Office of Student Affairs and action shall be taken in accordance with Article XV of the CUNY Bylaws, which contains the student disciplinary process at CUNY. Under the student disciplinary process, complainants have the same right as respondents to receive notice of the charges, to attend and participate fully in a disciplinary hearing, to appear through a representative of their choice, including an attorney, to receive notice of the decision of the faculty-student disciplinary committee, and to appeal. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University.

(ii) Discipline against employees. In cases where an employee is accused of a violation of this policy, including retaliation, the matter shall be referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include reprimand, suspension or termination of employment following applicable disciplinary procedures. For many respondent employees, these procedures may include a hearing before a non-CUNY fact-finder, as required by collective bargaining agreements.

(iii) Action against visitors. In cases where the person accused of sexual harassment, gender-based harassment or sexual violence is neither a CUNY student nor a CUNY employee, the college's ability to take action against the accused is extremely limited. However, the college shall take all appropriate actions within its control, such as restricting the visitor's access to campus. In addition, the matter shall be referred to local law enforcement for legal action where appropriate.

(iv) No disciplinary action. In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and the respondent of that decision contemporaneously, in writing, and shall offer counseling or other support services to both the complainant and the respondent.

G. False and Malicious Allegations

Members of the CUNY community who make false and malicious complaints of sexual harassment, gender-based harassment or sexual violence, as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

H. Relationship of CUNY’s Investigation to the Actions of Outside Law Enforcement

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

I. Filing External Complaints

Complainants have the right at any time to file complaints with the Office for Civil Rights ("OCR") of the U.S. Department of Education, alleging violations of Title IX, and to file complaints with other appropriate agencies alleging violations of other federal, state or local laws. Contact information for OCR and other relevant agencies is set forth on the CUNY Title IX web page.
IH. College Obligations under this Policy

In addition to addressing possible violations of this policy, colleges/units of CUNY have the following obligations:

A. Dissemination of Policies, Procedures and Notices

The college Title IX Coordinator, in coordination with the Office of Student Affairs, Office of Public Safety, Human Resources Department and other appropriate offices, is responsible for the wide dissemination of the following on her/his campus: (i) this Policy; (ii) CUNY's Notice of Non-Discrimination; (iii) the Title IX Coordinator's name, phone number, office location, and email address; and (iv) contact information for the campus Public Safety Office. Such dissemination shall include posting the documents and information on the college website and including it in any student or faculty handbooks and in residence life materials. The CUNY offices of Student Affairs, Human Resources Management and Legal Affairs shall assist in such training and educational programming.

B. Training and Educational Programming

The college Title IX Coordinator, in coordination with other applicable offices, is responsible for training all employees who are required to report incidents of sexual harassment, gender-based harassment or sexual violence under this policy, for ensuring that designated offices are offering and administering the appropriate educational programming to all incoming and transfer students, residence hall students, athletes, fraternity/sorority groups, student leaders, and/or any other student groups which the college determines could benefit from education in the area of sexual harassment, gender-based harassment and sexual violence, and ensuring that designated offices promote awareness and prevention of sexual harassment, gender-based harassment and sexual violence among all students and employees.

C. Assessing Campus Attitudes

The college’s Vice President for Student Affairs, Vice President responsible for human resources, Title IX Coordinator and/or such employees designated by the college President, in coordination with other applicable offices, are responsible for obtaining current information regarding student experiences with sexual harassment, gender-based harassment and sexual violence. Any survey or assessment instrument shall be structured to be in compliance with any requirements set forth in applicable law and shall be reviewed and approved in advance by the University Title IX Coordinator.

D. Dating, Domestic and Intimate Partner Violence

As noted above, CUNY's Domestic Violence in the Workplace policy provides that colleges shall assist employees who are victims of dating, domestic or intimate partner violence that affects their employment. Similarly, colleges shall assist students who are the victims of dating, domestic or intimate partner violence, including referring them to resources and taking other appropriate supportive measures.

In addition, if a student or employee makes a complaint of dating, domestic or intimate partner violence and the alleged perpetrator is a CUNY student or employee, the college shall investigate the matter if the alleged conduct may constitute a violation of this policy, and take appropriate action based on such investigation, which may include disciplinary action.

X. Rules Regarding Intimate Relationships

A. Relationships between Faculty or Employees and Students

Amorous, dating or sexual activity or relationships ("intimate relationships"), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between
students and faculty members and between students and employees who advise or evaluate them, such as athletic
coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the
potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty
member or employee is required to evaluate the work or make personnel or academic decisions with respect to a
student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not
amicable, the relationship may lead to charges of and possible liability for sexual harassment.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students
for whom they have a professional responsibility, including undergraduates, graduate and professional students and
postdoctoral fellows.

For purposes of this section, professional responsibility for a student means responsibility over academic matters,
including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring,
supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration,
financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching,
research, or other academic opportunities.

B. Relationships between Supervisors and Employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to
relationships between supervisors and employees they supervise. Those relationships therefore are strongly
discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts
of interest in connection with the supervision and evaluation of the employees with whom they have an intimate
relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to
evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this section, supervising an employee means supervising in an employment setting, including hiring,
evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or
other remuneration, or performing any other function that might affect employment opportunities.

XI. Definitions of Terms in this Policy

A. Sexual harassment is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual
advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical
conduct of a sexual nature when:

(i) submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's
employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades,
or advancement (quid pro quo);

or

(ii) such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with,
an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile
environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a
complainant.

Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be
undesirable or offensive.

While it is not possible to list all circumstances that might constitute sexual harassment, the following are some
examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:
(i) Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual's body;

(ii) Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;

(iii) Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or

(iv) Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

For purposes of this policy, sexual harassment also includes acts that violate an individual's right to privacy in connection with her/his body and/or sexual activity such as:

(i) Recording images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent;

(ii) Disseminating images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;

(iii) Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent.

B. Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

C. Sexual violence is an umbrella term that includes: sexual assault, such as rape/attempted rape, criminal sexual act, forcible touching and sexual abuse, as well as dating, domestic and intimate partner violence. Stalking, while not necessarily sexual in nature, can be a form of sexual violence depending upon the circumstances.

(i) Sexual assault is any form of sexual contact (i.e., any touching of the sexual or other intimate parts of a person for the purpose of gratifying sexual desire of either party) that occurs without consent and/or through the use of force, threat of force, intimidation, or coercion. Examples of sexual assault include:
(a) Rape and attempted rape is engaging or attempting to engage in sexual intercourse with another person: (a) without such person's consent; (b) where such person is incapable of giving consent by reason of being mentally disabled, mentally incapacitated or physically helpless; or (c) where such person is less than seventeen years old. Sexual intercourse includes vaginal or anal penetration, however slight.

(b) Criminal sexual act is engaging in oral or anal sexual conduct with another person without such person's consent.

(c) Forcible touching is intentionally touching the sexual or other intimate parts of another person without the latter's consent for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor's sexual desire.

(d) Sexual abuse is subjecting another person to sexual contact without the latter's consent.

(ii) Stalking is intentionally engaging in a course of conduct directed at a specific person that:

(1) is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or

(2) causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted; or

(3) is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

(ii) Dating, domestic and intimate partner violence is a pattern of coercive behavior that can include physical, psychological, sexual, economic and emotional abuse, perpetrated by one person against an intimate partner. Such violence may occur in all kinds of intimate relationships, including married couples, people who are dating, couples who live together, people with children in common, same-sex partners, and people who were formerly in a relationship with the person abusing them.

D. Consent is a knowing, informed, voluntary and mutual decision to engage in agreed upon sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or failure to resist does not, in and of itself, demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.

Consent can be withdrawn at any time. Past consent to sexual activity between individuals does not constitute consent to subsequent sexual activity between those individuals, and consent to one form of sexual activity does not necessarily imply consent to other forms of sexual activity. Whether one party to sexual activity is in a position of authority or influence over the other party is a relevant factor in determining consent.

In order to give consent, one must be of legal age (17 years or older) and not mentally or physically incapacitated, or physically helpless, unconscious or asleep. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs or other intoxicants may be incapacitated and therefore unable to consent. Consent is not valid if it is the result of coercion, intimidation, force or threat of harm.
E. Complainant refers to the individual who alleges that she/he has been the subject of sexual harassment, gender-based harassment or sexual violence, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college's attention by someone other than the complainant.

F. Visitor is an individual who is present at a CUNY campus or unit but is not a student or an employee.

G. Respondent refers to the individual who is alleged to have committed sexual harassment, gender-based harassment or sexual violence against a CUNY student, employee, or visitor.

H. Complaint is an allegation of sexual harassment, gender-based harassment or sexual violence made under this policy.

I. Retaliation is adverse treatment of an individual as a result of that individual's reporting sexual harassment, gender-based harassment or sexual violence, assisting someone with a report of sexual harassment, gender-based harassment or sexual violence, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

J. Managers are employees who have the authority to either (a) make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

**CUNY Policy on Sexual Misconduct /Title IX**

return to: Institutional Policies

CUNY Policy on Sexual Misconduct/Title IX

Hunter College is committed to maintaining a fair and equal environment for both its employees and student body, consistent with the requirements of Title IX of the Education Amendments Act of 1972 which state that:

No person in the United States shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to, discrimination under any education program or activity receiving Federal financial assistance.

The CUNY Policy on Sexual Misconduct prohibits all forms of sexual misconduct, including but not limited to sexual harassment, gender-based harassment and sexual violence.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

Any individual who believes he or she has been discriminated against on the basis of gender in any area outside the purview of the Sexual Misconduct Policy may direct all inquiries, concerns and complaints to Dean John T. Rose, Hunter's Title IX Coordinator. Any individual who believes that he or she has experienced any form of discrimination under Title IX of the Education Amendments of 1972 may also contact the US Department of Education, Office of Civil Rights. In addition, Professor Bonnie Keilty of the Department of Special Education is the college's 504/ADA Coordinator. The Vice Presidents, Deans, Directors, Managers and Supervisors share responsibility for ensuring our compliance with these policies and laws.
These criteria are based on guidelines issued by the Office of Civil Rights, Department of Education.

Click here for the full CUNY Policy on Sexual Misconduct

**CUNY Tobacco-Free Policy**

Return to: Health/Safety Policies & Procedures

Hunter College Tobacco-Free Policy

In accordance with CUNY policy, effective September 2012, smoking and tobacco use will be prohibited in all areas that comprise Hunter College. This includes indoor locations as well as outdoor locations such as entrances and exits to buildings, outdoor terraces and parking lots. Furthermore, vehicles that are owned, leased or operated by Hunter College are also included in this policy. There is no sale of cigarettes, electronic cigarettes, cigars, chewing or pipe tobacco at any facility, location or vending machine owned, leased, operated or maintained by Hunter College or its contractors.

Hunter College respects an individual's choice to use tobacco; however, in accordance with CUNY policy we must restrict and discourage tobacco use on college property. We are looking forward to working with our neighbors and internal constituents to create a tobacco-free campus out of respect for others and the environment.

The Board of Trustees of The City University of New York approved The CUNY Revised Tobacco Policy on January 24, 2011. This revised tobacco policy updates, expands and supersedes the policy previously enacted effective January 1, 1995, which prohibited smoking inside all facilities, including vehicles operated by the University. The new CUNY policy on tobacco use reads:

Effective no later than September 4, 2012, the following shall be prohibited at The City University of New York:

- the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields, entrances and exits to buildings, and parking lots;
- tobacco industry promotions, advertising, marketing and distribution of marketing materials on campus properties; and
- tobacco industry sponsorship of athletic events and athletes.

**Dance Courses**

**Dance**

**OVERVIEW**

From a campus in the heart of New York City, the Hunter dance student has the unique opportunity of interfacing with many professional dance companies, choreographers and critics who live and work in New York. The department is proud to announce the launch, in fall 2018, of the MFA in Dance. The MFA is considered the terminal degree in the field; it is the baseline qualifying credential for the college/university teaching job market, a crucial laboratory for furthering deep personal artistic accomplishment, and an important venue for the development of contextual and aesthetic understanding.
The modern contemporary-based curriculum in dance education provides the student with opportunities to pursue careers in teaching, with a focus on performance, choreography and production. The curriculum is enriched by community outreach performances, repertory classes with New York-based choreographers, speciality workshops, dance clubs and organizations, international performances, internships and New York State teaching certification. In addition, the Hunter Dance Department hosts an annual spring performance in Hunter's Kaye Playhouse, as well as informal Salon Series, dance and dance education conferences, forums, and site-specific performances devoted to expanding the students' knowledge of and experience with diverse forms of dance in a variety of contexts.

What can I do with my degree in Dance?

The Hunter College Arnhold Graduate Dance Education Program (AGDEP) blends the academic and professional strengths of the School of Education and the Dance Department to train highly effective dance educators for New York City public schools and beyond. The goal of the Arnhold Graduate Dance Education Program is to take highly trained dancers and develop them as effective dance educators, adept in the unique context of dance education in primary and secondary schools.

The MFA program prepares dance artists/educators for many kinds of professional roles in the field of dance through a studio-based program of dance technique and choreography, complemented by appropriate coursework in theory, perspectives and contexts, history, and dance pedagogy.

Programs and Courses in Dance

Program and Courses in Dance

Dance Education Programs and Courses

Administration and Faculty

Chair

Carol K. Walker (acting)

614 Thomas Hunter

212-772-5010

cw1517@hunter.cuny.edu

Program Coordinator (Dance Education)

Kathleen Isaac

(212) 396-6635

TH 614

kathleen.isaac@hunter.cuny.edu

Department Office

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM
614 Thomas Hunter
(212) 772-5012
dance@hunter.cuny.edu
http://www.hunter.cuny.edu/~dance/

Faculty

David Capps, Associate Professor; MFA, NYU; Dance performance, Choreography, Somatics, Choreographic Analysis

Maura Nguyen Donohue, Associate Professor; MFA Smith; Choreographer, Advocate, and Writer in the NYC and global community

Kathleen Isaac, Assistant Professor; Director of the Arnhold Graduate Dance Education program, BA, BA/MA and MA Dance Adviser; BA SUNY Brockport, MA NYU; Dance Pedagogy, Mentorship, Integration of Dance and Technology, Interdisciplinary Curriculum Design

Carol K. Walker, Professor and Department Chair (acting), BFA Barat; Dance Education, Dance Program Evaluation, Choreography, Dance History

DAN 70100 - Graduate Dance Technique

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography. May be taken more than once for credit; required 3 times for MA, 2 times for BA/MA, 4 times for the MFA.

prereq: Admission to graduate dance program

Hours 3 hrs.
Credits 2 cr.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3
DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3
This course is repeatable once for credit.

DAN 73300 - Process and Projects

This course asks the Dance student to explore unfamiliar genres, styles and methodologies through a variety of choreographic project assignments. An inventory of each student's past experiences leads to a collaboratively designed and individualized series of assignments designed to stretch the student's experiences and capabilities.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA
Hours 3
Credits 1
This course is repeatable once for credit.

DAN 73700 - MFA Thesis Project

The development, supported by regular faculty mentorship, of at least 30 minutes of original choreography. The work will be presented in a formal venue at Hunter College or another suitable performance space. A reflective paper synthesizing process, product and context will culminate the project. Must be taken twice.

prereq: DAN 73000, DAN 73300, DAN 73500, DAN 74400, DAN 74000, DAN 74200, DAN 70100
Hours 3 hrs.
Credits 4 cr.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.
**prereq: Admission to one of the graduate dance programs**

**Hours 3**  
**Credits 3**

**DAN 74200 - Graduate Dance History**

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

**prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.**

**Hours 3**  
**Credits 3**

**DAN 74400 - Modes of Inquiry**

This course introduces various research approaches and methods. Research design - including statements of purpose, review of related literature, articulation of methods, and definition of terms – the place of action research in creative exploration (including teaching practice), arts-based research, and the role of theory in research are addressed through readings, discussion, practical experience, and written exercises and papers.

**prereq: Admission to MFA Dance program**

**Hours 3**  
**Credits 3**

**DAN 74600 - Special Topics in Dance**

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

**prereq: Admission to one of the graduate dance programs**

**Hours 3**  
**Credits 3**  
*Can be repeated for credit with different content areas*

**DAN 75000 - Topics in Teaching for College/University**

Intensive examination of the relationship between pedagogy, teaching artistry, and curriculum design. Includes study of the history, philosophy, and cultures of dance in higher education. Topics include lesson, unit, course, and curriculum structuring, assessment strategies; application of choreographic principles to course design; the relationship between higher education and the changing dance environment, and understanding the administrative hierarchy in higher ed. Students are observed and mentored in their roles as teachers.
DANED 76000 (01, 02, 03) - Independent Study in Dance

In-depth study in an area of special interest for qualified graduate students under the direction of a faculty advisor. Prior to registering for the course, the student must have secured an advisor in the Dance department, submitted a proposal for the independent study, and obtained approval from the chair of the Dance department. May be taken with permission of the department up to five times for a total of up to 15 credits.

Dance Education Programs and Courses

Dance Pre-K - 12 - BA/MA

Dance Education - MA

Degree Requirements

A matriculated graduate student enrolled in the graduate program and accepted as a candidate for a master's degree, doctoral degree, or advanced certificate will be recommended for the degree or certificate after the following requirements have been satisfied:

Courses

The candidate must have registered for and attended courses totaling the number of credits specified for the individual program. Courses other than those in the department of specialization may be credited toward the degree only with the approval of the graduate adviser. Waiver of course(s) does not release the student from the total number of credits required for the degree. Full-time graduate students may enroll for no more than 17.5 credits in any one semester.

Grades

The candidate must have achieved a cumulative grade point average of not less than 3.0 (B) in all graduate work taken at Hunter or on permit to a CUNY school.

Master's Thesis

A master's thesis is usually required. After it is approved, the original and one copy of the thesis is deposited with the appropriate school. It must be accompanied by a receipt from the Bursar's Office for the payment of the fee for binding one copy of the thesis.
A thesis approval form and style sheet, the requirements of which must be met strictly, are available from the graduate advisers' and the school deans' offices.

When the thesis approval form has been signed by the department graduate adviser and school dean, the original must be sent to the Degree Audit Unit of the Registrar's Office.

Where a thesis does not appear to be an appropriate measure of achievement, the Graduate Course of Study Committee of the Hunter College Senate has approved an acceptable substitution or equivalent.

**Foreign Language**

A reading knowledge of a foreign language is usually required. In programs where this knowledge does not appear to be necessary or appropriate, the Graduate Course of Study Committee has granted an exception.

**Time Limit**

The total time for completing all degree requirements from the beginning of matriculation is four years. (For programs in education, nursing, health sciences, and social work it is five years.) Courses exceeding the limit at graduation will not be included in degree credits unless approved by the department and the appropriate dean.

**Enrollment**

A student must be registered for the semester of graduation, either by maintaining matriculation (see "Maintaining Matriculation" in section on Registration) or by registering for a course.

**Graduation**

An application for graduation must be submitted online via MyHunter prior to graduation. (Check the One Stop website for deadline dates.) All course work, including thesis/major project and exams, must be completed by the date of commencement. The student record is sealed at graduation. No changes to the record can be made after the degree has been awarded.

**Degree Requirements**

Master's program requirements vary according to students' qualifications and the requirements of specific programs. Students must achieve a GPA of at least 3.0 in graduate courses.

Candidates should consult their program coordinator or adviser about their program's exit requirements at least one year in advance of the expected date of graduation.

**Department of Public Safety and Security**

Table of Contents

1. Introduction
About Public Safety

Established in 1991, the CUNY Public Safety Department was created to further ensure that those who attend any of the CUNY institutions do so in a safe and comfortable environment. CUNY Public Safety Officers are sworn Peace Officers and have arrest authority granted them by the City of New York. They are designated as New York City Special Patrolmen/Peace Officers in accordance with Section 2.10, subsection 27 of the New York State Criminal Procedure Law. Campus Peace Officers (CPO) undergo sixteen weeks of training at York College, where they receive training pertaining to servicing the college community and how to effectively handle situations which may occur on a college campus and in the surrounding community. Campus Security Assistants (CSA) are employed as security guards in accordance with Article 7A of the General Business Law. CSA's do not have arrest authority above that of a private citizen.

All Hunter College Department of Public Safety personnel wear distinctive uniforms and carry two-way radios. Additionally, the college has seven New York State Certified Emergency Medical EMTs to respond to medical emergencies at the Main and Brookdale campuses. These personnel are trained in first aid, cardiopulmonary resuscitation and other emergency response procedures.

Campus Peace Officers (CPOs) are charged with the responsibility of making sure federal, state and local laws, as well as University policies and procedures are obeyed. Although officers are not city police officers, they are granted "Peace Officer" status through the City of New York and have arrest powers on all Hunter campuses. This allows officers to make an arrest and to search and seize evidence in connection with an arrest as long at the crime was committed in their presence or for a felony, not committed in their presence or view, but reasonable grounds exist that the offense was committed by the person the officer is arresting on the campus. The Hunter College Public Safety Department also maintains a strong working relationship with the City of New York Police Department (NYPD) as well as county, state and federal authorities and the City of New York Fire Department.

NOTE: The Hunter College Department of Public Safety does not provide security at any off-campus events; or for any off-campus organizations and/or residences not owned by Hunter College.
Students, staff and faculty are encouraged to report all public safety concerns to this department. A mechanism has been added to the Hunter Public Safety web page which allows the college community to report crimes anonymously, known as "Silent Witness". At the present time pastoral and professional counselors do not have to inform the persons that they are counseling to report crimes on a voluntary, confidential basis.

The Director of the Public Safety Department is Joseph D. Foelsch, Jr., who has an extensive law enforcement background. Mr. Foelsch is assisted in the daily operations of the Department by a Deputy Director, Mr. Richard Meier. The Public Safety staff includes two Lieutenants, thirteen Sergeants, seven Corporals, four Specialists, 68 Campus Peace Officers, and 52 Campus Security Assistants. The staff maintains several “fixed” posts, a communications center as well as roving patrols.

Campus Access

The campus is monitored 24 hours a day by members of the Public Safety staff. After the campus is closed all persons entering the institution must sign in. The lobby of the West Building is available to all current Hunter College students. Only those students with written permission from a department head, or faculty member, are permitted to go to areas other than the West Lobby at times when the campus is closed. A student that wants to remain on campus after hours must request permission to do so, in writing, through their Department head, or designee sponsoring the after hour visit. The permission and a supporting letter must be provided to Public Safety. Students are not permitted to sign in non-students through the Visitors Center.

Identification Cards

Every member of the college community is required to carry a validated identification card while on campus. Upon request of a Public Safety Officer or college official, the ID card must be presented. Refusal to present the ID card will result in denial of access to the campus. ID cards are NON-TRANSFERABLE and may not be used by any other person, for any reason. The college will prosecute any unauthorized person who trespasses or loiters on college property. Students, faculty, and staff will need an ID card in order to gain access to buildings, or to gain access to offices when keys are forgotten. Student ID cards shall be validated each semester.

Complaints and Information

Complaints and requests for information concerning Public Safety services should be made to Mr. Joseph D. Foelsch, Jr. the Director of Public Safety at (212) 772-4521. After hours, all calls for Public Safety service should be made to (212) 772-4447.

Reporting a Crime

All crimes against person and property should be reported as soon as possible to the Office of Public Safety. This helps us apprehend criminals and make strategic decisions about the deployment of security resources. Incidents can be reported in person in the Public Safety office (B-122 in the West Building); by phone X 1-4444 if the crime is in process, (X 1-4447 after the fact) or to any uniformed officer on campus. The Office of Public Safety will assist you in reporting a crime to the NYPD as necessary.

Even if you do not want to pursue action with the college or the criminal justice system, please make a confidential report which does not reveal your identity to the Public Safety Office. This helps us keep an accurate record of the number and nature of incidents, determine whether there is a pattern of crime and we need to redeploy our security officers, and alert the campus community to a potential danger. Reports filed in this manner are counted and disclosed in the crime statistics of the college.

Security Policies

The policy of the City University and of Hunter College is that:
Students and employees will report safety hazards; crimes; loss of property; illness or injury. Proper reporting assists in the apprehension of criminals and ensures the safety of the college community. Incidents can be reported to any Public Safety officer or by calling the Office of Public Safety.

Investigation of Violent Felony Offenses

Hunter College has adopted and implemented a plan providing for the investigation of any violent felony offenses occurring on Campus, and providing for the investigation of resident Missing Persons. Such plans provide for the coordination of the investigation of such crimes and reports with the New York City Police Department (NYPD). Such plans shall include, but not be limited to, written agreements with the NYPD providing for the prompt investigation of such crimes and reports.

Violent Felony Offenses

Defined in Section 70.02 sub. 1 of the New York State Penal Law and include Class A, B, C, D and E violent felony offenses. These crimes will be immediately reported to the New York City Police Department by the Hunter College Department of Public Safety Office. A joint initial investigation will be conducted and then a follow up investigation will be conducted by the appropriate unit of the New York City Police Department. The college administration and college community will be kept informed and will be updated on developments.

Alcohol and Drugs:

http://www.hunter.cuny.edu/publicsafety/policies-and-procedures/alcohol-drug-policies/alcohol-drug-policy

Any action or situation which recklessly or intentionally endangers mental or physical health, or involves forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization is prohibited. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or controlled substance by University students or employees on University/College property, or as part of any University/College activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal conviction for a violation occurring in the workplace no later than (5) days after such conviction.

The unlawful possession, use, or distribution of alcohol by students or employees on University/College property, or as part of any University/College activities is prohibited.

The legal age for possession and consumption of alcohol in New York State is 21. It is against the law to sell or give away alcohol to anyone under the age of 21.

The possession or use of illegal drugs is a crime in the State of New York. Anyone found in possession of or using such drugs on college property will be severely dealt with and will face criminal charges.

Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the college for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees Bylaws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees Bylaws and Article XIV, respectively.

Weapons
No individual within the university community, except Peace Officers, pursuant to authorization of the college presidents, shall have in their possession a rifle, shotgun, firearm or any other dangerous instrument or material that can be used to inflict bodily harm on an individual, or damage to a building or the grounds of the campus.

**Public Safety Emergencies**

Throughout the Hunter College Main Campus and Brookdale Campus are stainless steel colored “Talk-A-Lert” boxes. The Talk-Alert boxes are mounted on walls near elevators, stairways and female bathrooms. Talk-Alerts are to be used for any and all emergencies on campus. Just push the black button, wait for the box to connect with Public Safety communications and a verbal response to your emergency. You may always reach Public Safety by dialing 1-4444 from any internal telephone, or 911 from a cellular phone will connect you with NYPD. To dial 911 from an interior campus telephone you must dial a 9 first (9-911).

**Evacuation Procedures**

Usually evacuation procedures concern a working fire; however there may be other reasons that a building may have to be evacuated. Examples of this may be a bomb threat; a chemical spill in a lab; a police action; a power failure; or other situation where it would be in the best interest of the occupants to evacuate. **(PROCEDURES ARE LISTED UNDER Fire Safety Plan SECTION)**

**Timely Emergency Warnings**

If a situation arises either on or off campus that, in the judgment of the Director of Public Safety, constitutes an ongoing threat, a campus wide "timely warning" will be issued through the college e-mail system to all students, faculty and staff.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Department of Public Safety may also send out a notice using the CUNY ALERT system.

ALL students; faculty and staff are requested to sign up for CUNY Alert at the following web site: http://www2.cuny.edu/news/cuny-alert/

**Sexual Misconduct**


**Daily Crime and Fire Log**

The Department of Public Safety maintains a "daily crime log" and a "daily fire log" in two ways. One is placed in electronic form and may be viewed on our web site at http://www.hunter.cuny.edu/publicsafety/reports/daily-log. This forum lists all crimes that are reported at all Hunter campuses. The second manner is a "daily crime log" that is maintained at each Hunter campus of crimes reported to the particular campus. That log will show reported crimes for the past 60 days and is available for viewing by students, faculty and staff during normal business hours.

**ASR availability:**

The Annual Security Report, commonly known as the ASR, provides information about Hunter Colleges Public Safety Department; policies and procedures; types of crimes and definitions; college resources for students and victims of a crime and crime statistics for the college.

The Annual Security Report (ASR) is mandated by the Clery Act to be available to all students, faculty and potential students: ASR's can be obtained on-line http://www.hunter.cuny.edu/publicsafety/repository/files/CLERY%20%202017%20ASR%20Hunter%20College%20for%20Revised%20and%20Updated.docx at any public safety desk at any one of Hunters campuses or at Public Safety's Administrative Office located in the West Building in room B-122A.
Lost and Found

All items found on campus that are lost should be turned in to any public safety officer; public safety desk; or a drop box or safe located at some campuses. Found or recovered items will be recorded and stored in the campuses “Lost & Found” locker. Persons who have lost property should complete and Lost & Found slip and turn it in to Public Safety.

Or, go to the following link to report a lost item on line:
http://www.hunter.cuny.edu/publicsafety/repository/files/Lost%20and%20Found%20Form%202012.pdf

Public Safety does not permit the random rummaging through the lost and found area for lost items. If an item is "reported" lost and it is located by public safety, you will be contacted by telephone and arrangements will be made to return the property. Found property will be stored for sixty (60) days only.

FIRE SAFETY

Each campus has a fire alarm system that meets the fire code of New York City. In most campuses a Fire Warden is assigned to each floor and is responsible for implementing the fire safety policy and evacuation during a fire emergency.

Things to Remember:

- If you notice a fire - pull the fire alarm pull station - do not waste time calling public safety. (Once activated, the alarm goes directly to a central station and NYFD is automatically notified and dispatched.
- If a "pull station" is not close to you then,
  o Activate one of the silver wall mounted "Talk-Alert" boxes
  o Dial 1-4444 on a main campus telephone
  o Dial 911 on your cell phone.
- Fire extinguishers are located on all floors of all campuses.
- A Fire Warden is assigned to each floor and is responsible for implementing the fire safety policy and evacuation during a fire emergency.
- It is important to follow their instructions, they are there for your safety
- Stairway "A" is the primary staircase to be used for evacuation, unless told otherwise.
- Disabled individuals should enter the stairway and stay on the landing of their floor. NYFD will come and get you!
- A delay in public address announcements after a fire alarm sounds is usually because public safety is investigating the source of the alarm to determine what needs to be done.
  o Always listen for public address announcements.
- If there is a fire or smoke condition in, or near an elevator shaft, the fire alarms will sound on all floors.
  o Elevators will get automatically re-called to the lowest floor/lobby.
- Some elevators may be re-called to the main floor due to a fire.
- After a fire alarm is activated, the alarm and the elevators cannot be reset until the NY Fire Department authorizes it and gives the "all clear".
- Evacuations may only occur on the "fire floor" and one floor above, and one floor below and not the entire building.
- Organized "Fire Brigades" will respond to the floor below the fire floor.
- Each semester Public Safety performs fire drills at each campus.

Evacuation Procedures

Usually evacuation procedures concern a working fire; however there may be other reasons that a building may have to be evacuated. Examples of this may be a bomb threat; a chemical spill in a lab; a police action; a power failure; or other situation where it would be in the best interest of the occupants to evacuate.
• Do Not Use Elevators. Remain calm.
• Everyone will listen for a public address announcement to evacuate the building when the fire alarm is sounded.
• Normally, evacuation is ordered by building and by floor to prevent overcrowding in the stairwells.
• Upon activation of the fire alarm, and the announcement to evacuate, all occupants will immediately exit the building using the nearest exit stairwell and proceed across the street from the building.
• Excessive smoke, smell of gas is reason to immediately evacuate even if no announcement was heard.
• Evacuation floor plans are posted on each floor by the elevators throughout each campus.
• Close windows and doors. Leave lights on and doors unlocked.
• When you evacuate, do not stop for personal belongings or records.
• If there is excessive smoke, crawl to an exit. If you are unable to exit, stay low and plug all openings around doors, windows and vents.
• If you find yourself trapped dial 911 and give them your location, room number and floor.
• Before entering another room or stairwell, check for heat by placing your hand near the door.
• Fire Wardens that are familiar with the evacuation procedures will alert on their assigned floor to follow their emergency procedures.
• Disabled persons will enter the closest stairwell and await NYFD to assist them in exiting the building.
• A "runner" should be dispatched to tell the responding officer (fire or police) the location of the handicapped individual(s), so that a rescue can be initiated.
• Building occupants must immediately advise the responding Public Safety Officers of the possibility and location of any persons who have not yet evacuated the buildings due to injury or incapacitation.
• No one is permitted to re-enter an evacuated building until the building is determined to be safe by the emergency service personnel and NYFD advises that re-entry into the building is permitted.

Departmental Award

Scholarships and other awards are available through individual academic departments. Interested students can obtain information directly from their department.

Disclaimers and Statement of Rights

Notice of Possible Changes

The Board of Trustees of The City University of New York reserves the right to make changes of any nature in the academic programs and requirements of The City University of New York and its constituent colleges. All programs, requirements, and courses are subject to termination or change without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York.

The course descriptions in this catalog summarize the full, official descriptions authorized by the Hunter College Senate. Full descriptions are available in the appropriate school and department offices. Hunter College reserves the right to change rules, policies, fees, and curricula without advance notice.

Policy on Equal Opportunity and Non-Discrimination

Hunter is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the City University of New York.
It is the policy of Hunter to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.

It is also the Hunter's policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

Dean John T. Rose is the college officer responsible for affirmative action matters. He is also the coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs. His office is located in the Office of the President, 1706 Hunter East, (212) 772-4242.

Professor Jennifer Samson is the college Section 504 Coordinator for the Handicapped. Her office is located in 915 Hunter West, (212) 772-4663.

Freedom of Information Law

Request to inspect public records at the college should be made to the Records Access Officer. FOIL requests may be sent by email to: legal@hunter.cuny.edu

FOIL requests by regular mail should be sent to: Records Access Officer, Hunter College, Office of Legal Affairs, 695 Park Avenue, Rm. E1705A, New York, NY 10065

Please refer to CUNY's FOIL webpage for additional information.

Doctor of Nursing Practice Full-Time Plan of Study

Return to: Nursing: Doctor of Nursing Practice - DNP

Course listings are shown for all program options.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td></td>
<td>NURS 70000 - Theoretical Foundations of Nursing Science</td>
<td>NURS 70200 - Advanced Nursing Research</td>
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<td>NURS 74900</td>
<td>Health Promotion and Disease Prevention in Diverse Populations</td>
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<td>NURS 80000</td>
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**Year 2**

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<td>PH 75200</td>
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<td>Advanced Physical Assessment Practicum</td>
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<td>NURS 82600</td>
<td>Assessment and Primary Care of Newborns to Age 5 Years or NURS 71900</td>
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<td>NURS 75700</td>
<td>Primary Care Nursing II or NURS 74300 - Advanced Practice Psychiatric-</td>
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<td>NURS 85500</td>
<td>DNP Practice with Adults/Older Adults I or NURS 84200 - DNP PMHNP Practice I</td>
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<td>NURS 76900 - Gerontological Nurse Practitioner Practicum or NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III or NURS 77300 - Community/Public Health Nursing III</td>
<td>NURS 82700 - Assessment and Primary Care of Children and Adolescents or NURS 87000 - Acute Care DNP Practice or NURS 84500 - DNP PMHNP Practice IV or NURS 87400 - DNP in Public Health Nursing IV</td>
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## Doctor of Nursing Practice Part-Time Program Schedule (CPH)

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2nd Year

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3rd Year

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4th Year

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<td>Advanced Practice Public Health Nursing I</td>
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5th Year

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### Doctor of Nursing Practice Part-Time Program Schedule (FNP)

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<table>
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<th>1st Year</th>
<th>NURS 70000 - Theoretical Foundations of Nursing Science</th>
<th>NURS 70200 - Advanced Nursing Research</th>
<th>NURS 70400 - Healthcare Systems and Policy</th>
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<td>NURS 80000 - Leading Systems and Organizations</td>
<td>NURS 80100 - Leadership for Quality Improvement</td>
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<td>NURS 75000 - Advanced Pharmacotherapeutics</td>
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<td>PH 75000 - Fundamentals of Biostatistics</td>
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<td>NURS 85100 - Advanced Physical Assessment Practicum</td>
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<td>4th Year</td>
<td>NURS 75500 - Primary Care Nursing I</td>
<td>NURS 75700 - Primary Care Nursing II</td>
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<td>NURS 85500 - DNP Practice with Adults/Older Adults I</td>
<td>NURS 85700 - Women's Health in Primary Care</td>
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<td>NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years</td>
<td>NURS 86900 - DNP Practice with Older Adults</td>
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<td>NURS 82700 - Assessment and Primary Care of Children and Adolescents</td>
<td>NURS 90100 - DNP Capstone II</td>
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# Doctor of Nursing Practice Part-Time Program Schedule (PMH)

**Return to:** Nursing: Doctor of Nursing Practice - DNP

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<td>NURS 70000 - Theoretical Foundations of Nursing Science</td>
<td>NURS 70200 - Advanced Nursing Research</td>
<td>NURS 70400 - Healthcare Systems and Policy</td>
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<td>NURS 80100 - Leadership for Quality Improvement</td>
<td>NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations</td>
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<tr>
<td><strong>2nd Year</strong></td>
<td>NURS 71700 - Advanced Pathophysiology for Nursing Practice</td>
<td>NURS 75000 - Advanced Pharmacotherapeutics</td>
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<td>NURS 71600 - Informatics for Evidence-based Practice</td>
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<tr>
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<td>NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice</td>
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# Doctor of Nursing Practice, Part-Time Program
## Schedule (ANP/GNP)

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<td>NURS 75000 - Advanced Pharmacotherapeutics</td>
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<td>NURS 78000 - Health Care Ethics in the Life Span</td>
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<tr>
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<td>NURS 75700 - Primary Care Nursing II</td>
<td>NURS 76900 - Gerontological Nurse Practitioner Practicum</td>
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<td>NURS 85700 - Women's Health in Primary Care</td>
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<tr>
<td><strong>5th Year</strong></td>
<td>NURS 87000 - Acute Care DNP Practice</td>
<td>NURS 86900 - DNP Practice with Older Adults</td>
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Doctoral Programs

The university-wide doctoral program, centrally supervised by the City University Graduate Center, offers a PhD in the following academic disciplines: anthropology, art history, audiology (AudD), biochemistry, biology, biomedical sciences, business, chemistry, classics, comparative literature, computer science, criminal justice, earth and environmental sciences, economics, education (educational psychology and urban education), engineering, English, French, Germanic languages and literature, Hispanic and Luso-Brazilian literatures, history, linguistics, mathematics, music (PhD, DMA), musical arts, nursing (DNS), philosophy, physics, political science, psychology, public health (DPH), social welfare, sociology, speech and hearing sciences, and theatre. The doctoral faculty is composed of faculty members from the senior colleges who hold CUNY Graduate Center appointments. Doctoral courses are taught at the Graduate Center and on the senior college campuses. The Graduate Center is located at 365 Fifth Avenue, New York NY 10016.

http://www.gc.cuny.edu/
(212) 817-7000

Drug-Free Schools and Campuses

Public Law 101-226

Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226).

The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

All Hunter College organizations sponsoring events must, in advance of the event, agree to the following conditions:

1. No person shall sell or provide an alcoholic beverage to a person under the age of 21. Where documentation of age is unavailable or not reasonably certain, the law requires denial of an alcoholic beverage to that person.
2. No person shall sell or provide an alcoholic beverage to a person actually or apparently under the influence of alcohol.
3. No person shall sell or provide an alcoholic beverage to a person known to be a habitual excessive drinker.
4. All advertising, promotion, publicity, invitations, etc. stating the availability of alcoholic beverages at an event, must include the following statement:

The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the college for a subsequent offense.
Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees Bylaws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees Bylaws and Article XIV, respectively.

**Assistance is available by calling:**

- **For Emergencies** contact Public Safety – (212) 772-4444
- **Hunter College Medical Services** – (212) 772-4801
- **Employee Assistance Program** – (212) 772-4051
- **Student Services** – (212) 772-4882

**The Hunter College Smoking Policy**

http://www.hunter.cuny.edu/tobaccofreehunter/tobacco-policy

Hunter College is a non-smoking environment (facility) pursuant to New York City Law.

**East Harlem Teaching Residency**

The East Harlem Teaching Residency, a partnership between the East Harlem Tutorial Program (EHTP) and Hunter College School of Education, is a highly selective teacher-training program that develops, supports and certifies aspiring educators to become elementary teachers in New York.

**Economics Department Description**

Return to Economics/Accounting

The Department has two Master's degree programs, one in Economics and the other in Accounting. Graduate Students are actively engaged in the research and teaching missions of the department. Both programs equip students with analytic tools that can be directly applied to business and public policy. Because both programs integrate theory, quantitative methods, and practical applications, Hunter MA and MS graduates regularly move into interesting, well-paid positions in business, government, and international organizations. They are also prepared to enter Ph.D programs at top-ranking universities. In addition, Accounting graduates are qualified to take the CPA examination in New York State.

**Economics Faculty**

Return to Economics/Accounting

**Economics**

- **Temisan Agbeyegbe**, Professor; PhD, Essex; Econometrics, Economic Development, Environment and Resource Economics, Time Series

- **Mathew Baker**, Associate Professor; PhD Connecticut; Law and Economics, Economics of Organization
**Karna Basu**, Associate Professor; PhD, MIT; Development Economics, Behavioral Economics, Applied Microeconomic Theory

**Jonathan Conning**, Associate Professor; PhD, Yale; Development Economics, Financial Markets, Political Economy

**Partha Deb**, Professor; PhD, Rutgers; Econometrics, Health Economics

**Monica Deza**, Assistant Professor; PhD, Berkeley; Labor Economics, Economics of Crime, Economics of Risky Health Behaviors, Economic Demography

**Randall K. Filer**, Professor; PhD, Princeton; Applied Microeconomics, Economics of Transition in Eastern Europe, Labor Economics, Public Policy

**Lisa M. George**, Associate Professor; PhD, Pennsylvania; Industrial Organization, Political Economy

**Devra Golbe**, Professor and Department Chair; PhD, NYU; Corporate Control and Governance, Industrial Organization

**Timothy Goodspeed**, Professor; PhD, Maryland; Applied Microeconomics, Public Economics

**Kenneth McLaughlin**, Associate Professor; PhD, Chicago; Job Turnover and Incentives, Labor Economics

**Ingmar Nyman**, Associate Professor; PhD, Columbia; Corporate Finance, Industrial Organization

**Sangeeta Pratap**, Associate Professor; PhD, NYU; Macroeconomics, International Economics, Econometrics

**Jessica Van Parys**, Assistant Professor; PhD, Columbia; Applied Econometrics, Health Economics

### Accounting

**Fatma Cebenoyan**, Associate Professor; PhD, Maryland; Financial Accounting, Financial Institutions and Government Regulation

**Anthony R. Kozberg**, Lecturer (Doctoral); PhD, NYU; Capital Markets

**John Qiang Li**, Associate Professor; PhD, Washington; Financial Reporting, International Accounting.

**Michelle Liu, Associate Professor; PhD, MIT**; Restatements, Financial Reporting, Regulation

**Avi O. Liveson**, Professor; JD, Pennsylvania; Partnership Taxation, Individual Taxation

**Toshiaki Mitsudome**, Associate Professor; PhD, Baruch/CUNY; Financial Accounting, Managerial Accounting, International Accounting

**Kevin D. Sachs**, Lecturer (Doctoral); PhD, Buffalo; Financial Accounting, Managerial Accounting

**Christine Tan**, Associate Professor; PhD, Melbourne; Financial Accounting, Auditing, XBRL

**Wei Yu**, Associate Professor; PhD, GeorgiaTech; Auditing, Financial Accounting, Corporate Governance

Return to Economics/Accounting

**Economics PhD program**
The PhD program in economics is based at the City University Graduate Center. Under special circumstances, advanced students in the MA program may take up to 12 credits and transfer them to Hunter towards their MA. In addition, students in the PhD program who wish to transfer to the Hunter MA program may transfer up to 12 credits towards the Hunter MA. PhD students at the City University Graduate Center who wish to earn an en passant master's degree after completing 45 credits at the Graduate Center – in cooperation with Hunter College – should consult the executive officer of the PhD program. www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Economics

### Educational Psychology

- Educational Psychology - MA

### English Department Faculty

Return to English Department

**Tanya Agathocleous**, Associate Professor; PhD, Rutgers; 19th and 20th century British literature and Culture, Global Anglophone literature

**Cristina León Alfar**, Professor; PhD, Washington; Shakespeare, Early Modern Drama, Critical Theory, Women's Studies

**Jeffrey Allred**, Associate Professor; PhD, Pennsylvania; American Literature, Modernism, American Studies, Visual Culture

**Kevin Black**, Associate Professor; PhD, California at Berkeley; Literature from the Restoration to the present; 19th century British and American Literature

**Peter Carey**, Distinguished Professor; Fiction Writing

**Sarah Chinn**, Professor; PhD, Columbia; 19th-century American Literature, Disability Studies, LGBT Studies

**Chong Chon-Smith**, Associate Professor; PhD, California at San Diego; Asian American Studies, American Studies, Cultural Studies, Visual/Film Studies, Comparative Ethnic Studies

**Rebecca Connor**, Associate Professor; PhD, Stanford; 18th-century British Literature, Visual and Material Culture

**Nijah Cunningham**, Assistant Professor; PhD, Columbia; 20th and 21st century African American literature and culture, Afro-Caribbean literature and culture.

**Louise DeSalvo**, Jenny Hunter Professor of Creative Writing; PhD, NYU; Modern British Fiction, Creative Writing, Biography and Memoir

**Jeremy Glick**, Associate Professor; PhD, Rutgers; Contemporary Drama, African Diaspora and Caribbean Literature

**Karen Greenberg**, Professor; PhD, NYU; Theoretical and Applied Linguistics, Contemporary Rhetorical and Composition Theory, Multimedia

**Lynne Ann Greenberg**, Associate Professor; PhD, CUNY; Milton, 17th-century British Literature and Law
Wendy Hayden, Associate Professor, PhD, Maryland; Rhetoric and Composition, Women's Studies

Marlene Villalobos Hennessy, Associate Professor; PhD, Columbia; Chaucer, Old and Middle English Literature, Medieval Women, Medieval Manuscripts, History of the Book, Medieval Religious Culture

Gavin Hollis, Associate Professor; PhD, Michigan; Shakespeare, Early Modern Drama

Nico Israel, Associate Professor; PhD, Yale; 20th-century Literature, Literary Theory, Visual Culture

Leigh Ann Jones, Associate Professor; PhD, Arizona; Ancient and 20th century Rhetoric, Nationalism Studies, Gender Studies, Performance Studies, Composition Theory and Pedagogy

Richard Kaye, Associate Professor; PhD, Princeton; 19th-century British Literature, Queer Theory, History of the Novel

Donna Masini, Associate Professor; MA, NYU; Creative Writing, Contemporary Poetry

Mark Miller, Associate Professor; PhD, Pennsylvania; Early American Literature, Native American Literature, Critical Theory

Janet Neary, Associate Professor; PhD, California at Irvine; 19th century African American Literature and Visual Culture, Cultural Studies, Critical and Feminist Theory

Sonali Perera, Associate Professor; PhD, Columbia; Post-Colonial Literature

Angela Reyes, Professor and Chair; PhD, Pennsylvania; Linguistics, Sociolinguistics, Urban Linguistics, Discourse Analysis, Linguistic Anthropology, Ethnography, Video, Asian American Studies, Education

Amy Moorm Robbins, Assistant Professor; PhD, California at Riverside, 20th century American Poetry and Literature, Feminist Theory, Multicultural American Literature

Thomas Sleigh, Distinguished Professor; MA, Johns Hopkins; Creative Writing, Contemporary Poetry

Michael Thomas, Associate Professor; MFA Warren Wilson; Fiction Writing, Creative Non-fiction, 20th century Fiction

Neal Tolchin, Associate Professor; PhD, Rutgers; American Literature, Ethnic Literature

Sylvia Tomasch, Professor; PhD, CUNY; Chaucer, Medieval Literature, Rhetorical Cartography, Medieval Ethnic Studies

Alan Vardy, Associate Professor; PhD, Washington; Romanticism, Literary Theory

Jason Wirtz, Assistant Professor; PhD, Michigan; Rhetoric and Composition, Creative Writing, English Education

Return to English Department

English Faculty

Return to English Department

Tanya Agathocleous, Associate Professor; PhD, Rutgers; 19th and 20th century British literature and Culture, Global Anglophone literature
Meena Alexander, Distinguished Professor; PhD, Nottingham; Creative Writing, Romantic Poetry, Post-colonial Literature

Cristina León Alfar, Professor; PhD, Washington; Shakespeare, Early Modern Drama, Critical Theory, Women’s Studies

Jeffrey Allred, Associate Professor; PhD, Pennsylvania; American Literature, Modernism, American Studies, Visual Culture

Kevin Black, Associate Professor; PhD, California at Berkeley; Literature from the Restoration to the present; 19th century British and American Literature

Peter Carey, Distinguished Professor; Fiction Writing

Sarah Chinn, Professor; PhD, Columbia; 19th-century American Literature, Disability Studies, LGBT Studies

Chong Chon-Smith, Associate Professor; PhD, California at San Diego; Asian American Studies, American Studies, Cultural Studies, Visual/Film Studies, Comparative Ethnic Studies

Rebecca Connor, Associate Professor; PhD, Stanford; 18th-century British Literature, Visual and Material Culture

Nijah Cunningham, Assistant Professor; PhD, Columbia; 20th and 21st century African American literature and culture, Afro-Caribbean literature and culture.

Jeremy Glick, Associate Professor; PhD, Rutgers; Contemporary Drama, African Diaspora and Caribbean Literature

Karen Greenberg, Professor; PhD, NYU; Theoretical and Applied Linguistics, Contemporary Rhetorical and Composition Theory, Multimedia

Lynne Ann Greenberg, Associate Professor; PhD, CUNY; Milton, 17th-century British Literature and Law

Wendy Hayden, Associate Professor, PhD, Maryland; Rhetoric and Composition, Women's Studies

Marlene Villalobos Hennessy, Associate Professor; PhD, Columbia; Chaucer, Old and Middle English Literature, Medieval Women, Medieval Manuscripts, History of the Book, Medieval Religious Culture

Gavin Hollis, Associate Professor; PhD, Michigan; Shakespeare, Early Modern Drama

Nico Israel, Professor; PhD, Yale; 20th-century Literature, Literary Theory, Visual Culture

Leigh Ann Jones, Associate Professor, PhD, Arizona; Ancient and 20th century Rhetoric, Nationalism Studies, Gender Studies, Performance Studies, Composition Theory and Pedagogy

Richard Kaye, Associate Professor; PhD, Princeton; 19th-century British Literature, Queer Theory, History of the Novel

Donna Masini, Professor; MA, NYU; Creative Writing, Contemporary Poetry

Mark Miller, Associate Professor; PhD, Pennsylvania; Early American Literature, Native American Literature, Critical Theory

Janet Neary, Associate Professor; PhD, California at Irvine; 19th century African American Literature and Visual Culture, Cultural Studies, Critical and Feminist Theory

Kate Parry, Professor; EdD, Columbia; Language and Culture, Literacy, History of English

Sonali Perera, Associate Professor; PhD, Columbia; Post-Colonial Literature
Angela Reyes, Professor and Acting Chair; PhD, Pennsylvania; Linguistics, Sociolinguistics, Urban Linguistics, Discourse Analysis, Linguistic Anthropology, Ethnography, Video, Asian American Studies, Education

Amy Moorman Robbins, Associate Professor; PhD, California at Riverside, 20th century American Poetry and Literature, Feminist Theory, Multicultural American Literature

Thomas Sleigh, Distinguished Professor; MA, Johns Hopkins; Creative Writing, Contemporary Poetry

Trudith Smoke, Professor; PhD, NYU; Rhetoric and Applied Linguistics, American Literature

Michael Thomas, Associate Professor; MFA Warren Wilson; Fiction Writing, Creative Non-fiction, 20thcentury Fiction

Neal Tolchin, Associate Professor; PhD, Rutgers; American Literature, Ethnic Literature

Sylvia Tomasch, Professor; PhD, CUNY; Chaucer, Medieval Literature, Rhetorical Cartography, Medieval Ethnic Studies

Alan Vardy, Professor; PhD, Washington; Romanticism, Literary Theory

Jason Wirtz, Assistant Professor; PhD, Michigan; Rhetoric and Composition, Creative Writing, English Education

Return to English Department

English Language Proficiency

International applicants whose native language is not English must demonstrate a firm command of the English language by scoring a minimum of 550 (WBT) 213(CBT) 80 (IBT) or higher (for specific graduate programs) on the Test of English as a Foreign Language (TOEFL), 6.5 on the IELTS or 58 on the PTE. No conditional admission is offered whereby a student may come to the college and spend a semester or year learning English.

Applicants are responsible for the payment of all tuition and fees at the time of registration. Hunter College does not provide financial assistance to international students; they must be in a position to finance tuition, fees, room and board, insurance, books and incidental expenses. The estimated cost is $42,615 for graduate level students and is subject to change. Hunter College does not make housing arrangements for students; it is essential that students be prepared to make their own housing arrangements, preferably before pre-departure or upon arrival.

English Program Advisers

Return to the English Department

Janet Neary
1204 HW
(212) 772-4039
jneary@hunter.cuny.edu

Education Adviser:

Jason Wirtz
949 West
(212) 772-4728
jwirtz@hunter.cuny.edu
Executive Director, MFA:

Peter Carey
1228 West
(212) 772-5164
gr_engmf@hunter.cuny.edu

Director, MFA:

Thomas Sleigh
1217 West
(212) 772-5176
tsleigh@hunter.cuny.edu

Associate Director, MFA:

Gabriel Packard
1202 West
(212) 772-5164
mfa@hunter.cuny.edu

Enrollment

A student must be registered for the semester of graduation, either by maintaining matriculation (see "Maintaining Matriculation" in section on Registration) or by registering for a course.

External Scholarships

Other fellowship awards may be available through government and private organizations. For study in the fields of the art, humanities and social sciences, students may apply for the Jacob K. Javits Fellowship, www.ed.gov/programs/jacobjavits.html. For study in the fields of the social sciences and physical and natural sciences, students may apply for the National Science Foundation Graduate Research Fellowship, www.nsfgradfellows.org. Information on other scholarships from outside organizations are listed in the Grants Guide, available in the Office of Student Services, Room 1119 East or online at: http://studentservices.hunter.cuny.edu/grant.htm

Faculty for the School of Education

School of Education

Curriculum and Teaching

Kathryn Ahmed, Assistant Professor; PhD, Univ. of Southern California; Urban Education Policy

Marcus Artigliere, Lecturer; MA, Hunter; TESOL

Laura Baecher, Professor; EdD, Teachers College, Columbia; TESOL
Carmen Sherry Brown, Associate Professor; EdD, Buffalo; Early Childhood Education

Nadine Bryce, Associate Professor; EdD, Teachers College, Columbia; Reading and Language Arts

Jenny Castillo, Associate Professor; PhD, CUNY; Hispanic and Luso-Brazilian Literature

Brian Collins, Associate Professor; PhD, NYU; Bilingual Education

Stephen DeMeo, Professor; EdD, Teachers College, Columbia; Secondary Science Education

Terrie Epstein, Professor and Chair; EdD, Harvard; Education

Timothy Farnsworth, Associate Professor; PhD, UCLA; Applied Linguistics

Francis Gardella, Associate Professor; EdD, Rutgers; Mathematics Education

Marshall George, Olshan Professor of Clinical Practice; EdD, Univ. of Tennessee Knoxville; English Education and Educational Leadership

Robert Gyles, Professor; PhD, NYU; Mathematics Education/Curriculum and Instruction

Yang Hu, Associate Professor; EdD, Teachers College, Columbia; English Education

Marcia Knoll, Associate Professor; EdD, St. John's; Curriculum and Teaching

Patricia Martin, Lecturer (Doctoral); PhD, CUNY; Clinical Psychology

Maria Mavrides, Lecturer; MS, Hunter College; Early Childhood Education

Helen Panero, Associate Professor; PhD, NYU; English Education

Lacey Peters, Assistant Professor; PhD, Arizona State; Early Childhood Education

Anthony Picciano, Professor; PhD, Fordham Univ.; Educational Administration, Technology

Nicora Placa, Assistant Professor; PhD, NYU; Teaching and Learning

Jody Polleck, Associate Professor; PhD, NYU; English Education

Dennis Robbins, Associate Professor; EdD, Teachers College, Columbia; Science Education

Christine Rosalia, Associate Professor; PhD, Teachers College, Columbia; Educational Communications & Technology

Maria Teresa Sanchez, Assistant Professor; PhD, Boston College; Curriculum and Instruction

Melissa Schieble, Associate Professor; PhD, Univ. of Wisconsin-Madison; Curriculum/Instruction

Debbie Sonu, Associate Professor; EdD, Teacher's College, Columbia; Curriculum and Teaching Urban-Multicultural Education

Virginia Tong, Associate Professor; PhD, NYU; Bilingual Education

Jenny Tuten, Professor and Acting Associate Provost; PhD, Fordham; Language and Literacy Education

Jason Wirtz, Associate Professor; PhD, Michigan State; Rhetoric and Writing

Michael Zamansky, Distinguished Lecturer; MS, NYU; Computer Science
Educational Foundations and Counseling Programs

Markus Bidell, Associate Professor; PhD, Univ. of California, Santa Barbara; Clinical Counseling/School Psychology
Sarah Bonner, Professor; PhD, Univ. of Arizona; Educational Psychology
Tamara Buckley, Associate Professor; PhD, Teachers College, Columbia; Counseling Psychology
Elizabeth Cardoso, Professor and Chair; PhD, Univ. of Wisconsin-Madison; Psychology
Peggy P. Chen, Associate Professor; PhD, CUNY; Educational Psychology
Yung-Chen Chiu, Assistant Professor; PhD, Penn State University; Counselor Education
Amanda Crowell, Lecturer (Doctoral); PhD, Teachers College; Cognitive Studies in Education
Alexander W. Fietzer, Assistant Professor; PhD, Fordham; Counseling Psychology
Sherryl Browne Graves, Professor and Acting Senior Associate Dean; PhD, Harvard; Clinical Psychology, Public Practice
John Keegan, Associate Professor; PhD, Univ. of Wisconsin-Madison; Rehabilitation Psychology
Mario A. Kelly, Associate Professor; EdD, Univ. of Rochester; Developmental/Educational Psychology
Michelle Lask, Distinguished Lecturer; EdM, Teachers College; Psychological Counseling
Gess LeBlanc, Associate Professor; PhD, CUNY; Developmental Psychology
Fredericka Liggins, Lecturer (Doctoral); EdD, National-Louis University; Adult Education
Michael Middleton, Professor and Dean; PhD, The University of Michigan; Education and Psychology
Veronica Muller, Associate Professor; PhD, Univ. of Wisconsin-Madison; Rehabilitation Psychology
GoEun Na, Assistant Professor; PhD, University of Maryland at College Park; School Counseling
Ruth Rose, Lecturer; MA, Southern Illinois; Linguistics/EFL
Alethea Taylor, Lecturer (Doctoral); PhD, Southern Illinois University; Rehabilitation
Jeanne Weiler, Associate Professor; PhD, SUNY (Stony Brook); Social Foundations of Education

Special Education

Jamie Bleiweiss, Assistant Professor; PhD, SUNY (Stony Brook); Clinical Psychology
Loretta E. Brady, Assistant Professor; PhD, Teachers College; Intellectual Disability/Autism
Kathryn Furlong-Silverio, Clinical Professor; MSEd, Hunter; Learning Disabilities
Elaine Gale, Associate Professor; PhD, Univ. of Colorado, Boulder; Speech, Language and Hearing Sciences
Katherine Garnett, Professor; EdD, Columbia; Assessment and Curriculum Development–Learning Disabilities
Virginia Gryta, Lecturer; MSEd, Hunter; Childhood Special Education

Kristen Hodnett, Clinical Professor; MS, Hunter; Special Education

Imani Irving, Lecturer; MSEd, Brooklyn; Educational Leadership

Bonnie Keilty, Professor and Chair; EdD, The George Washington University; Early Intervention/Early Childhood Special Education

April Kisamore, Associate Professor; PhD, Western New England University; Behavior Analysis

Elizabeth Klein, Clinical Professor; MS, Hunter; Special Education

Jennifer Klein, Lecturer; MA, Teachers College; Educational Psychology

William Longsworth, Clinical Professor; MS, Hunter; Special Education

Thomas C. McIntyre, Professor; PhD, Univ. of Connecticut; Emotional and Behavior Disorders

Gina Riley, Clinical Professor; PhD, Walden; Educating Young Adults

Jennifer Samson, Associate Professor; EdD, Harvard; Human Development and Psychology

Lauren Schnell, Assistant Professor; MA, Caldwell University; Applied Behavior Analysis; MEd, University of Massachusetts; Special Education

Catherine Voulgarides, Assistant Professor; PhD, NYU; Sociology of Education

Faculty

**Faculty of School of Urban Public Health**

Return to: School of Urban Public Health

**Philip Alcabes, Professor;** PhD, Johns Hopkins University; Public mental health, cultural determinants of illness, community health policy and ethics.

**Susan Cardenas, Doctoral Lecturer;** PhD, New Mexico State University; Certified Health Education Specialist (CHES); Public Health Program Planning, Community Health Education, Adolescent Education, Adolescent Health Risk Reduction.

**Victoria Fischer, Professor;** PhD, RDN, Stony Brook University; Pathophysiology, folate and obesity

**David U. Himmelstein, Distinguished Professor;** MD, Columbia; Health Care Finance and Policy, Health Services Research, Health Care Inequality, Social Justice

**May May Leung, Assistant Professor;** PhD, RDN, The University of North Carolina; Childhood Obesity, Health Communication, Translational Research

**Khursheed Navder, Professor;** PhD, RDN, FAND, Kansas State University; Body Composition, Lipid and Alcohol Metabolism, Textural and Sensory Analysis of Foods
Charles Platkin, Distinguished Lecturer; PhD, Florida International University; JD, Fordham University; Health Messaging and Behavior Change, Obesity in Adolescents and Adults

Steven Trasino, Professor; PhD, University of Maryland; Micronutrient metabolism and signaling in obesity and diabetes.

Steffie Woolhandler, Distinguished Professor; MD, LSU New Orleans, MPH U.C. Berkeley; Health Care Finance and Policy, Health Services Research, Health Care Inequality, Social Justice

Ming-Chin Yeh, Associate Professor; PhD, University of North Carolina at Chapel Hill; Overweight and Obesity Prevention and Management, Diabetes Prevention, Lifestyle Intervention

Return to Faculty

Faculty of the School of Arts and Sciences

Anthropology Faculty
Art and Art History Faculty
Biochemistry Faculty
Biological Sciences Faculty
Chemistry Faculty
Classical & Oriental Studies Faculty
Computer Science Faculty
Economics Faculty
English Department Faculty
History Faculty
Geography and Environmental Science Faculty
Mathematics and Statistics Faculty
Medical Laboratory Sciences Faculty
Physics and Astronomy Faculty
Psychology Faculty
Romance Languages Faculty
Sociology/Social Research Department Faculty
Theatre Faculty
Faculty of the School of Health Professions

Return to the School of Health Professions

Department of Physical Therapy

Suzanne Babyar, Associate Professor, Physical Therapy; PT, PhD, NYU, stroke, movement science, orthopedic assessment and treatment, neurorehabilitation

Cristiana K. Collins, Associate Professor and Department Chair, Physical Therapy; PT, PhD, CFMT, NCS, Nova Southeastern University, Functional Manual Therapy, Proprioceptive Neuromuscular Facilitation, The Role of the Pelvis in Gait, and Neurological Rehabilitation

Thomas Holland, Assistant Professor, Physical Therapy; PT, PhD, NYU, kinesiology, stroke rehabilitation, wound care and prevention, electrotherapy

Herbert Karpatkin, Associate Professor, Physical Therapy; PT, DHSc, NCS, MSCS; Rocky Mountain University; multiple sclerosis, neurorehabilitation, neuromuscular plasticity and Parkinson's Disease.

Milo Lipovac, Associate Professor, Physical Therapy; PhD, Belgrade, neuroanatomy and physiology, pharmacology

Elaine Rosen, Professor, Physical Therapy; DHSc, OCS, FAAOMPT, University of St. Augustine, orthopedic management of extremities and spine

Nicki Silberman, Assistant Professor, Physical Therapy; PhD, Nova Southeastern University, clinical education, high fidelity human simulation.

Department of Speech/ Language Pathology and Audiology

Nancy Eng, Associate Professor, Speech, Language Pathology and Audiology; PhD, CUNY: bilingualism in children and adults; reading and dyslexia, psycholinguistics

Michele MacCroy Higgins, Associate Professor Speech, Language Pathology and Audiology; PhD, CUNY; typical language acquisition, language and phonological disorders in children

John Preece, Professor, Speech, Language Pathology and Audiology; PhD, Iowa, rehabilitative audiology, tinnitus, cochlear implants

Carol R. Silverman, Professor, Speech, Language Pathology and Audiology; PhD, NYU, diagnostic and rehabilitative audiology, medical audiology

Donald Vogel, Assistant Professor, Speech, Language Pathology and Audiology; AuD, Central Michigan, pediatric difficult-to-test populations, vestibular and audiometric graphics

Return to the School of Health Professions
Federal Aid Eligibility

The Federal Satisfactory Academic Progress standard applies to students seeking assistance from all federal student financial aid programs available at Hunter College.

Graduate Students

In order to be making satisfactory academic progress toward a degree, for purposes of receipt of Title IV Federal Student Assistance, a graduate student must meet the minimum standards specified below.

A. Minimum GPA – maintain a minimum GPA of 3.0 or better, or have an academic standing consistent with the requirements for graduation.

B. Maximum Time-frame – may not attempt more than 150% of the credits normally required for completion of the degree.

C. Pace of Progression – must accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution. All graduate students will be measured against each of the three SAP components at the end of the spring term to determine

Federal Financial Aid Programs

Campus-Based Programs

The Federal Work-Study (FWS) Program is considered a campus-based program because it is administered directly by the college. How much aid a student receives depends on the student's financial need, the amount of other aid the student will receive, and the availability of funds. Funds are limited. Therefore, students must apply early in order to be considered for these funds. The priority deadline is January 15th.

Federal Work-Study

The Federal Work-Study (FWS) Program provides jobs for graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. The FWS salary will be at least the current federal minimum wage, but it may be higher, depending on the type of work the student does and the skills required. The total FWS award depends on the availability of funds and the student's level of need at the time of application.

Federal Perkins Loans

A Federal Perkins Loan is a low-interest (5 percent) loan for students with exceptional financial need. Federal Perkins Loans are made through Hunter College as the lender, although the loan is made with government funds. Students must repay this loan to Hunter College. The borrowing limit established by the U.S. Dept. of Education for eligible graduate students is $5,000 per year for each year of graduate/professional study.

The total amount graduate students can borrow is $30,000. (This amount includes any Federal Perkins Loans borrowed as an undergraduate). The actual amount of the loan is dependent on financial need and the availability of funds.
Federal Direct Unsubsidized Loans

The Federal Direct Loan Program, established by the Student Loan Reform Act of 1993, provides low-interest loans for students. Under the Direct Loan Program, the federal government makes loans directly to students through the college.

An unsubsidized loan is not awarded on the basis of need. If a student qualifies for an unsubsidized loan, interest will be charged from the time the loan is disbursed until it is paid in full. Students can choose to pay the interest or allow it to accumulate. If students allow the interest to accumulate, it will be capitalized – that is, the interest will be added to the principal amount of the loan and will increase the amount that has to be repaid. If the interest is paid as it accumulates, the student will have less to repay in the long run.

The U.S. Dept. of Education has established a borrowing limit of $20,500 each academic year for the Federal Direct Loan program. A student may receive less than the yearly maximum amount if other financial aid is received. Total aid including loans may not exceed the cost of attendance.

The total outstanding debt from all Federal Direct and Federal Stafford Loans combined that a graduate or professional student may have is $138,500; no more than $65,500 of this amount may be in subsidized loans. The graduate debt limit includes any Federal Direct Loans and Federal Stafford Loans received for undergraduate study. Federal Direct Loans are not made to students enrolled in programs that are less than one third of an academic year in duration. For students whose Federal Direct Loans were first disbursed on or after July 1, 1994, the interest rate is variable, but it will never exceed 8.25 percent. The interest rate is adjusted each year on July 1. Students will be notified of interest rate changes throughout the life of their loan.

Once a Federal Direct Loan is made, it is managed and collected by the U.S. Department of Education's Direct Loan Servicing Center. The toll-free telephone number is (800) 848-0979.

Field Experiences, Student Teaching and Practica: Policy and Progress

All teacher preparation, counseling, and school leadership programs require field experiences and student teaching or practica. Students must apply for student teaching in the fall semester if they have completed prerequisite courses and expect to student teach in the spring, and in the spring semester if they wish to student teach in the fall. In some programs student teaching is offered only once a year. Consult with a program adviser to develop a program plan. All field experiences, student teaching and practica take place in New York City schools. Applicants for admission and teacher candidates should be aware of this policy when planning for their programs.

Students in programs that lead to NYS certification and who do not have prior NYS certification are required to submit their scores on the Educating All Students (EAS) test and Content Specialty Test (CST) prior to student teaching. In order to enroll in student teaching or practicum, students must submit their passing scores on the EAS or be enrolled in appropriate follow-up coursework.

For teacher candidates in initial certification programs, the edTPA is completed during student teaching or practicum courses. Please check with the Office of Educational Services for up-to-date policy.

Students must receive a grade of B or better in a supervised field experience, student teaching, or practicum courses.

Financial Aid: Application Procedure
The fastest and easiest way to apply for financial aid is by completing the Free Application for Federal Student Aid (FAFSA) online. FAFSA on the Web is available at www.fafsa.ed.gov. Before beginning the application we encourage you to first fill out the FAFSA Worksheet.

The worksheet does NOT need to be submitted. When the student completes the FAFSA, Hunter College should be included among the colleges to which the application information is reported (HUNTER COLLEGE FEDERAL SCHOOL CODE: 002689). When the FAFSA is processed, CUNY will receive an electronic record of the student's application information. The Federal Government may require that the student provides additional documentation to the Office of Financial Aid to verify the application information or to clarify any discrepancies found in the application. Students who are New York State residents can apply for both federal and New York State aid using a single online session. After completing FAFSA on the Web, New York residents are able to link to the TAP on the Web Form, which is pre-filled with their FAFSA data.

In order to request a Federal Direct Loan at Hunter College, the student must first complete the FAFSA.

Financial Need

All funds from federal financial aid programs administered by the Office of Financial Aid are awarded on the basis of financial need with the exception of the Federal Direct Unsubsidized Loan.

When the student applies for federal student aid, the information that is reported on the FAFSA is used in a formula, established by the U.S. Dept. of Education and approved by the U.S. Congress. The Expected Family Contribution (EFC) which is the amount that the student and the family are expected to contribute toward the student's education is then calculated.

There is not a maximum EFC that defines eligibility for financial aid programs. Instead, the EFC is used in an equation to determine financial need:

\[
\text{Cost of Attendance} - \text{Expected Family Contribution (EFC)} = \text{Financial Need}
\]

The Office of Financial Aid takes the Cost of Attendance and subtracts the Expected Family Contribution (EFC). The amount left over is considered the student's financial need. In determining the student's need for aid from the federal financial aid programs, the Office of Financial Aid must first consider all other aid that the student is expected to receive.

Fire Safety Plan

1. Use of Elevators during a Fire
2. If elevators can be used during a fire alarm
3. When there is a report of a fire alarm in the building
4. Instructions for fire reporting and Evacuation Procedure
5. Fire safety plan for the Disabled
6. Special Instructions for the handling of Disabled persons
Use of Elevators during a Fire

No person should ever use an elevator in a fire unless directed by Fire Department personnel. Using an elevator in a fire is extremely dangerous. The college has been informed by the Fire Department that the use of elevators in a fire has, in many cases, resulted in many unfortunate and unnecessary deaths.

The New York City Fire Department has informed Hunter College that the Fire Department has the primary responsibility to determine if elevators can be used to transport disabled persons during fire emergencies. Fire Department officials also state that they are responsible for relocating disabled persons to a safe location if such relocation is necessary. Disabled persons should wait at the designated stairwell on the floor that they are on at the time of an emergency.

The New York City Fire Department considers transporting disabled persons in an emergency a highly risky procedure. The relocation process may subject disabled persons and other persons to accidents and injuries. However, if it is necessary to relocate disabled persons during an emergency, the Fire Department will handle the relocation of disabled persons, using safe procedures and experienced Fire Department personnel.

If elevators can be used during a fire alarm

The Fire Department considers use of the elevators to be the best method of relocation because it is practical, safe and efficient. This explains the Fire Department's position of advocating emergency assembly areas for disabled persons. (The Fire Department often refers to this type of assembly area as a refuge area.)

When there is a report of a fire alarm in the building

(note: The alarm may be a false alarm or the fire may be in a small section of the building) if disabled persons are not in any danger from the fire or its smoke, the Fire Department does not automatically recommend the relocation of disabled persons. In most cases, the Fire Department would not recommend that such persons be removed from the building. Instead, the Fire Department would recommend that such persons be moved to a safe location within the building.

Note: It is extremely important that the Hunter College community understand the procedure of the New York City Fire Department for evacuating a building that is experiencing a fire. Everyone in the building should not automatically be evacuated to the street. Nor should everyone be relocated within the building. This is the policy for ambulatory persons as well as non-ambulatory persons.

If you have any questions regarding the standards used to determine the need for evacuating the buildings, call the Director of Public Safety and Security at (212) 772-4521.

For Your Safety

The Hunter West, East, North and Thomas Hunter Buildings are equipped with Fire Emergency notification devices. It is the responsibility of everyone to become familiar with their location and their use. These Fire Emergency notification devices consist of the following:

Fire Alarm

The Fire Alarm Pull Stations are small, red boxes. They are wall mounted and located next to a fire exit. Printed on these pull stations is PULL HERE IN CASE OF FIRE.

To activate the Fire Alarm Pull Station, follow these steps:
1. Lift cover and pull down the RED lever on the Fire Alarm Pull Station box. This will cause the fire alarm to sound on the fire door and on the floor above. In addition, it will send a signal to the Fire Command Station. The Fire Safety Director at the Fire Command Station will carry out the fire emergency procedures. Make yourself familiar with them now, so that in an emergency you will know what to do.

2. During a fire alarm, Fire Wardens, Fire Searchers and Public Safety Officers have been directed to communicate the number, the location and the status of all disabled persons via Fire Warden phones to the Fire Command Station. The Fire Safety Director will notify members of the New York City Fire Department regarding the status of all disabled persons in the building as soon as the Fire Department arrives on campus.

**Note:** It is extremely important that the college community understand the protocol of the New York City Fire Department for evacuation of a building that is experiencing a fire. Everyone in the building should not automatically be evacuated to the outside, or, for that matter, be relocated within the building. This is the policy for ambulatory persons as well as non-ambulatory persons.

**Instructions for Fire Reporting and Evacuation Procedure**

**A. If you see a fire, do the following:**

1. Call the Fire Department (911), or
2. Call the Public Safety Emergency Number (Security) (212) 772-4444, or
3. Pull the fire alarm.
4. Then, follow the procedures below:

**B. Procedures**

1. Evacuate your area.
2. Close, but do not lock, doors.
3. Follow instructions transmitted over the public address system.
4. Proceed to evacuate the building through designated exits.
5. Evacuate to street if not directed otherwise over the public address system.
6. Before entering any stairwell, touch the door with the back of your hand. If it is warm or hot, do not enter the stairwell. Proceed to the next stairwell.
7. When leaving the building keep your head turned to the center of the stairway.
9. It is dangerous to use elevators during an evacuation. Only use elevators when authorized to do so by fire emergency personnel.
10. When using the down escalators, make long and wide turns going from one escalator to the next escalator in order to prevent congestion.
11. When you are outside the building, move away from the entrance approximately 200 feet.
12. Wait for the all-clear signal before re-entering the building.

**Fire Safety Plan for the Disabled**

**When there is a fire alarm in one of the college’s buildings** disabled persons who are unable to walk down steps should assemble at one of the designated stairwells as per the fire safety director's instructions.

During a fire alarm, fire wardens, fire searchers and security personnel have been directed to communicate the number, the location and the status of all disabled persons via Fire Warden Phones or through security personnel to Hunter College's Fire Command Station. The Public Safety person at the Fire Command Station will notify members of the New York City Fire Department of the status of all disabled persons in the building as soon as the firefighters arrive on the campus.

**When Public Safety Offices Will Relocate Disabled Persons** if, for any reason, a disabled person is in imminent danger due to fire, smoke or similar circumstances on campus and members of the Fire Department are not present to
relocate the disabled person, Public Safety Officers and other members of the College Fire Brigade will assume the responsibility of relocating that person to a safe location.

Public Safety Officers and members of the Fire Brigade operating under the direction of the Fire Safety Director will take command and make immediate arrangements to have the appropriate disabled person(s) moved to a safe location if necessary.

Note: The Public Safety Officer in charge of the evacuation process will determine the number of carriers needed to relocate a disabled person. Factors to be considered when making these assignments will be the weight of the disabled person, the weight of the wheelchair, the width of the staircase and any other factors that are deemed necessary to successfully carry out these functions without accidents.

This Fire Safety Plan for the Disabled is established to provide for the safety of the disabled members of the Hunter College community and disabled visitors to the college in the event of a fire or other life-threatening emergency. The plan will be implemented in any situation in which there may be a need to relocate disabled persons to a safe location.

The Fire Safety Plan for the Disabled identifies the New York City Fire Department as the agency having the primary responsibility for relocating any disabled person from an endangered floor to a safe location. However, if the Fire Department or other New York City emergency agency response is not exercised in a timely fashion and the situation requires immediate removal of disabled persons, Public Safety and Security Personnel will transport such individual or individuals to a safe location.

The Fire Safety Plan for the Disabled is a part of the Hunter College Fire Safety Plan. All faculty, staff and students are advised to read and be fully familiar with the entire Fire Safety Plan.

Orientation

1. Orientation to the Fire Safety Plan, including the relocation procedures, will be provided for disabled faculty, students and staff yearly under the auspices of the 504 Committee.
2. Orientation for new disabled students will be included in the orientation program for entering freshmen.
3. Instructions regarding the Fire Safety Plan and Relocation Procedures will be included in the regularly conducted fire drills.

Disabled Person Precautions

1. Remain calm. Your safety and the security of others depend on the absence of panic.
2. Before entering any stairwell, using the back of your hand, touch the door leading into the stairwell. If the door is warm or hot, do not open or enter the stairwell. Proceed to the next stairwell.
3. If you cannot reach a stairwell near an elevator and you are in an office or classroom and have access to a phone, call Security at 212-772-4444. Disabled persons and persons who are trapped are the only persons who should call Public Safety during a fire emergency.
4. If you are in an area with a door and cannot reach an exit near the elevators, seal the crack around the door with rags or clothing.
5. All rooms including restrooms will be searched by Public Safety and the fire brigad

What Emergency Personnel Will Do

1. The person who searches the floor will report your location to the fire command station. The fire command station will inform the Fire Department of your location.
2. If you are in need of relocation and the Fire Department is not available to relocate you, a member of the Public Safety and Security Department will relocate you to a safe location.
3. If necessary, you will be relocated to a safe floor or taken out of the building.

Locating Disabled Persons

1. The Office of AccessAbility maintains class schedules for disabled students and work schedules for disabled faculty and staff. These schedules will be used to assist emergency personnel to locate disabled persons in an emergency.
2. Students are responsible for reporting their class schedules, their work schedules and schedule changes to the Coordinator for Disabled Student Services (Room 1214B Hunter East).

3. Disabled faculty and staff are responsible for reporting their work schedules and schedule changes to the director of personnel (Room 1502A Hunter East).

Special Instructions for the Handling of Disabled Persons

Person Who Is Visually Impaired

A disabled person who is visually impaired and has to be relocated, but is able to walk downstairs, will be personally escorted to a safe location by a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the college Fire Brigade.

Person Who Has a Hearing Impairment

A person who has a hearing impairment will be alerted to a fire alarm by a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the College Fire Brigade. Those disabled persons will be escorted to a safe location if necessary.

Special Caution on Lifting and Carrying Disabled Persons

Before lifting any disabled person, carriers will, if possible, ask the disabled person how they should be lifted. Disabled persons know better than anyone else how they should be lifted or carried in order to avoid any unnecessary injuries to the disabled person.

Responsibility for Implementation

The fire safety director of the Department of Public Safety is responsible for the implementation of the Fire Safety Plan.

Distribution

The Fire Safety Plan for Disabled Persons will be distributed to all faculty, students and staff who have identified themselves as disabled. The Fire Safety Plan for the Disabled will be distributed with the Hunter College Fire Safety Plan.

If you have any questions regarding the various parameters used to evaluate the necessity of evacuation, please consult with the fire safety director at ext. 6640.

Food Services

Main Campus

The cafeteria (The Hungry Hawk) on the 3rd floor of Hunter West is open to all Hunter students, faculty, staff and visitors. There are two eating areas adjacent to the food service area. The south side seats around 200 people. The north side seats about 75. A full menu of hot and cold foods and beverages is offered.

- **Hours:** Monday through Thursday, 8:30 am to 7:30 pm; Friday, 8:30 am to 5:00 pm
The Campus Café is located in the lobby of Hunter West, serving a variety of breakfast and lunch items including Sandwiches, soups and more as well as snacks, coffee and beverages.

- **Hours:** Monday through Friday, 7:00 am to 7:30 pm
The World Cup Café is located on the third floor of Hunter East and serves breakfast and lunch items including specialty empanadas, soups, smoothies, pastries and beverages.

- **Hours:** Monday through Friday, 7:00 am to 8:00 pm; Saturday's 9:30 am to 4 pm

**Brookdale**

Coming soon: The World Cup Café will be located on the main floor of Brookdale and will serve breakfast and lunch items including sandwiches, soups, pastries and beverages.

- **Hours:** To be Determined

School of Social Work, 119th Street & 3rd Avenue Food service options are available at the first floor café, and are currently provided through a local vendor, in keeping with Hunter's commitment to support the East Harlem community.

Vending There are vending machines throughout all of Hunter College's campus locations.

**Foreign Language**

A reading knowledge of a foreign language is usually required. In programs where this knowledge does not appear to be necessary or appropriate, the Graduate Course of Study Committee has granted an exception.

**Frankfort Center for Learning and Scholarly Technologies**

The Frankfort Video Analysis project of pre-certification teachers and counselors was initiated in 2007 and has since become a requirement for every degree and certificate candidate at the Hunter College School of Education. This innovative database has been improving professional development and teacher preparation via embedded rubrics and observation tools. The corresponding library of best practices and teachable moments is one of the nation's first archive of indexed student-teaching videos. The VAT/VAC was lauded by the NCTQ in their 2014 rankings of educational programs as a resource that comprises, "promising or exemplary materials from teacher preparation programs."

**Full Program List: School of Education**

**School of Education**

**General Information**

- Graduate Programs: Information
- School of Education: Administration
- Accreditation
- Faculty for the School of Education

**Admission**
- General Information
- How to Apply + Online Application
- Application Deadlines (Fall and Spring Admission)
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**Programs in School of Education by Program Type**

- Programs in School of Education

**Full Program and Course Lists**

- Course List: School of Education
- Full Program List: School of Education

**Academic Affairs and Policies**

- The Office of Academic and Student Affairs (OASA)
- School of Education Fall 2020 Credit/No-Credit Grading Policy
- Changing Programs
- Degree Requirements
- Time Considerations
- Course Equivalency
- Transfer of Credit
- Permit Credit
- New York State Certification

**Clinical Experiences**

- The Office of Clinical Experiences

**School of Education Career Services**

- Career Services Support

**Partnerships Programs**

- The Office of Partnership Programs
- Collaborative Leadership Advancing School Success
- East Harlem Teaching Residency
- New Visions-Hunter College Charter Residency Program
- Lincoln Center Scholars Program
Research and Training Centers in Teacher Education

- Research and Training Centers: Introduction
- Autism Research Policy and Practice (HARPP) Center
- Center for Gifted Studies and Education
- The Learning Lab
- Literacy Space
- Math Center
- Frankfort Center for Learning and Scholarly Technologies

School of Education's Department Information

- Department of Curriculum and Teaching
- Department of Educational Foundations
- Department of Special Education

Adolescent Special Education Grades 7-12: Additional NYS Certification - Advanced Certificate

Program

This program (Academic Plan: ASE712-AC) leads to a post-master's Advanced Certificate in Adolescent Special Education Generalist, Grades 7-12. The program is designed for students with existing New York State certification in either Students with Disabilities Grades 1-6, or another certification content area at the adolescent level—such as Mathematics, Science, English Language Arts, or Social Studies.

Admission Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.5.
2. New York State initial, professional or permanent certification in:
   - Childhood Special Education, Grades 1-6
   - Adolescent Education, Grades 7-12
3. A minimum of 24 liberal arts and sciences credits as follows: 6 credits English, 6 credits in historical and social sciences, 6 credits in science, 6 credits in math.
4. A personal statement.
5. A recommendation from a supervisor or academic professor.

Progress Standards
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 16 cr.

Academic Plan

ASE712-AC

Credits

16

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

Hours 3 hrs
Credits 3 cr

SPED 70100 - Assessment of Students with Disabilities

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

prereq or coreq: SPED 70000
Hours 45 hours; includes 10 hrs of field experience
Credits 3

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral
characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.

prereq or coreq: SPED 70000
Hours 15 hrs,
Credits 1 cr

**SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities (KC)**

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas.

coreq: SPED 77200
prereq or coreq: SPED 70000
Hours 45 plus 10 field hours
Credits 3 cr.

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I (KC)**

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 77100
prereq or coreq: SPED 70000
Hours 30 hours of seminar plus 25 field hours
Credits 2 cr.

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 77300 - Math Methods for Adolescents with Disabilities (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000
coreq: SPED 77300
Hours 2 hrs: 15 hours of seminar plus 22 lab/clinical hours
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

* Note: These choices are based upon previous courses taken. Note that all applicants will already have taken one required special education course as part of general education certification programs. Therefore a choice allows each candidate to customize a plan of study with new material and avoid taking a course that would be redundant.

Exit Requirements

1. An overall GPA of 3.0.
2. A grade of at least B in classes based upon fieldwork/clinical teaching (SPED 77200 and SPED 77400).
3. Completion of the Dignity for All Students Act (DASA) workshop.
4. Maintain valid and appropriate NYS certification.

Bilingual Education Extension: NYS Teachers - Advanced Certificate

Program

The School of Education offers a post-baccalaureate program that lead to Bilingual Education Extension for classroom teachers with NYS certification (Academic Plan: BIEXT-AC). This program trains teachers to become effective bilingual practitioners with high levels of competence using two languages of instruction. The programs are offered in three language sets: Spanish/English, French/English and Chinese/English.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 -or- A master's degree with a GPA of at least 3.5
2. NYS teacher certification in:
   - Early Childhood Education (Birth-Grade 2)
   - Childhood Education (Grades 1-6)
   - Common Branches PreK-Grade 6
   - Middle Childhood Education (Grades 5-9)
   - Adolescent Education (Grades 7-12)
   - Special Subjects
   - Literacy Education
   - Students with Disabilities in Early Childhood, Childhood, Middle Childhood, or Adolescent Education or Special Education K-12
   - Teachers of Students who are Blind or Visually Impaired, Deaf or Hard of Hearing, or Speech and Language Impaired

3. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted in English and in Spanish, French or Chinese.

4. Two letters of recommendation, including one from a supervisor.

5. Submission of scores on the Graduate Record Examination, except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 13-14 cr.

Academic Plan: BIEXT-AC

BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

BILED 71150 - Fieldwork in Bilingual Literacy (KC)
This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

Coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 77100 - Psychology of Language Learning and Teaching

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

Prereq or Coreq: BILED 70100
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

BILED 77900 - Multicultural Education

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

Prereq or Coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish (KC)

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

Coreq: BILED 71150
Prereq or Coreq: BILED 77100
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**BILED 76800 - Instruction through the Native Language-French**

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

Prereq or coreq: BILED 70100 and CEDF 70900 for the MSEd/Childhood Education Grades 1-6 with bilingual extension; for the MSEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45
Credits 3

**Exit Requirements**

1. An overall GPA of 3.0.
2. A grade of at least B in the field experience course BILED 71150.
3. Maintain a valid and appropriate NYS certification.
4. Complete the Dignity for All Students Act (DASA) workshop.

**Bilingual Education Extension: Pupil Personnel Services - Advanced Certificate**

**Program**

The School of Education offers a post-baccalaureate, advanced certificate program that lead to Bilingual Education Extension for those with NYS certification in Pupil Personnel Services (Academic Plan: BEPPS-AC). This program trains teachers to become effective bilingual practitioners with high levels of competence using two languages of instruction. The programs are offered in three language sets: Spanish/English, French/English and Chinese/English. Candidates must be employed and working in their area of certification in a bilingual setting at the time of application and during practicum semester.

**Admission Requirements**

1. A master's degree from an accredited institution with a GPA of at least 3.5
2. Permanent or professional certification in:
   - School Administrator
   - School Building Leader
   - School Counselor
   - School Social Worker
   - School Psychologist

-or-

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 and provisional certification in one of the certification areas listed above.
2. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted in English and Spanish, French or Chinese.
3. A recommendation from a supervisor.
4. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree."

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 15 cr.

Academic Plan: BEPPS-AC

BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

BILED 71700 - Language Assessment for English Language Learners

An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

*prereq: BILED 77100, CEDCF 70050*
*Hours 45 hrs, Credits 3 cr*

BILED 77900 - Multicultural Education

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.
prereq or coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr

COCO 70700 - Multicultural Aspects of Counseling

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

Hours 45 hrs
Credits 3

COUNS 71800 - Practicum in Counseling (KC)

This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

prereq: COCO 70100; COCO 70200
prereq or coreq: COCO 700; COUNS 719; COUNS 717
Hours 100
Credits 3 credits
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

Blind and Visually Impaired: NYS Teacher Certification - Advanced Certificate

Program

This post-master's, advanced certificate program (Academic Plan: TBVI-AC) is designed to prepare NYS certified teachers to serve as teachers of the blind and visually impaired, including those with multiple disabilities, in educational programs from birth to grade 12. Graduates of this program will be eligible for NYS professional certification in Blind and Visually Impaired.

Admission Requirements

1. New York State teaching certification in any area.
2. Master's degree in education or a related services field (speech and language pathology, physical therapy, nursing) with a GPA of at least 3.5.
3. Completion of SPED 70000 (Issues and Practices in Educating Students with Disabilities) or the equivalent with a grade of B or better for all applicants without a master's degree in special education.
4. Evidence of acceptable writing skills.
5. Three letters of recommendation.
6. Evidence of work, volunteer, or personal experience with individuals with visual impairments.
7. An interview with a special education faculty member.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study - 22 cr.**

**Academic Plan: TBVI-AC**

**SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)**

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

*prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)**
Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

**prereq or coreq:** SPED 74000  
**Hours** Includes 10 hrs of field experience  
**Credits** 3

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments**

Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.

**prereq or coreq:** SPED 74000, SPED 74100  
**Hours** Includes 15 hrs of field experience  
**Credits** 3

**SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)**

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

**prereq or coreq:** SPED 74000, SPED 74100  
**Hours** Includes 10 hrs of field experience  
**Credits** 3

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SPED 74400 - Assistive Technology for Learners with Visual Impairments**

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

**prereq:** SPED 74300
Hours 45 hrs,  
Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,  
Credits 1 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000, 74100

Hours includes 10 hrs of filed experience  
Credits 3 cr

SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment (KC)

Credits 1 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,  
Credits 2 cr
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Students must receive a grade of B or better in student teaching or practicum courses.
3. Must maintain a valid and appropriate NYS certification.
4. Complete the Dignity for All Student Act (DASA) workshop.

Program Adviser

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Blind and Visually Impaired: Orientation and Mobility - Advanced Certificate

Program

This post-master's, advanced certificate program is designed for certified Teachers of Students with Visual Impairments and/or Vision Rehabilitation Teachers (VRT) who have ACVREP certification to become Certified Orientation & Mobility Specialists (COMS). Graduates of this program will be eligible to obtain national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) as orientation and mobility specialists (COMS). This program does not lead to additional NYS certification.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0, plus teacher of the blind and visually impaired teaching certificate, or occupational therapy or physical therapy.

   -or-

   A master's degree from an accredited institution with a GPA of at least 3.5 in rehabilitation teaching or teacher of the blind and visually impaired or in occupational therapy or physical therapy with a GPA of at least 3.5.

2. Evidence of acceptable written languages skills.
3. Three letters of recommendation.
4. Evidence of work, volunteer or personal experience with individuals with visual impairments.
5. An interview with a special education faculty member.

International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Progress Standards
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 20 cr.

Academic Plan: ORMOB-AC

COUNR 73000 - Counseling with the Aging
Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

Hours 45 hrs
Credits 3

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities
An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

Hours includes 10 hrs field experience, 45 hrs,
Credits 3 cr

SPED 76500 - Intermediate Orientation and Mobility (KC)
Theories related to perception, learning and development of individuals who are blind or visually impaired, and/or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr.
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 76600 - Advanced Orientation and Mobility**

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

*prereq or coreq: SPED 76500, 76800*  
*Hours includes 50 hrs of lab plus 15 hrs field experience*  
*Credits 3 cr*

**SPED 76700 - Orientation and Mobility: Internship/Seminar (KC)**

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

*prereq or coreq: SPED 76500, 76600, 76800, 76900*  
*Hours 30 hrs seminar, plus conferences plus 340 hours of internship,  
Credits 2 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar**

This course teaches assessment, evaluation and lesson plan/execution, the systems of mobility used by persons who are visually impaired, and indoor travel techniques used by persons with visual impairments navigating familiar and unfamiliar buildings. Fifteen day summer course.

*prereq or coreq: permission of adviser*  
*Hours 3 hrs*  
*Credits 3 cr.*  
*Two week summer course.*

**SPED 76900 - Advanced Orientation and Mobility Lab and Seminar**

This course provides instruction in, lesson sequencing, pedagogical and andragogical methods for O&M instruction for persons who are blind or visually impaired. Through observation, and practice, this course develops competencies in teaching travel techniques used by persons with visual impairments.

*prereq: SPED 76800*
Exit Requirements

An overall GPA of 3.0

Childhood Special Education: Additional NYS Certification - Advanced Certificate

Program

This post-master's, advanced certificate program in Childhood Special Education (Academic Plan: CSPE-AC) is designed for students with existing New York State certification in either Childhood Education Grades 1-6 or a different certification area of Special Education.

Admission Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.5
2. NYS certification in one of the following:
   - Students with Disabilities, Birth – Grade 2
   - Students with Disabilities, Grades 7-12 Generalist
   - Childhood Education, Grades 1-6
3. A personal statement.
4. A recommendation from a supervisor or academic professor.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 17 cr.

Academic Plan: CSPE-AC
**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours: 3 hrs\nCredits: 3 cr*

- or -

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

*prereq: SPED 70000\ncoreq: current employment as a teacher or enrollment in student teaching\nHours: Includes 10 hrs of field experience, 45 hrs\nCredits: 3 cr*

**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000\nHours: 45 hours; includes 10 hrs of field experience\nCredits: 3*

- or -

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

*prereq or coreq: SPED 70000\nHours: 45 hours; includes 15 hrs of field experience\nCredits: 3*
*Note: The choices above are based upon previous courses taken. Note that all applicants will already have taken one required special education course as part of general education certification programs. Therefore, a choice allows each candidate to customize a plan of study with new material and avoid taking a course that would be redundant.

**SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs**

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.

*prereq or coreq: SPED 70000
Hours 15 hrs,
Credits 1 cr*

**SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

*prereq: SPED 70000 or 70050
Hours 3 hrs; includes 10 hrs of field experience
Credits 3 cr*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)**

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

*coreq: SPED 78100
*prereq or coreq: SPED 70000
*Hours 15 hrs seminar, plus 20 hrs lab
*Credits 2 cr
*Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)*
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

*prereq: SPED 78100/78200
coreq: SPED 78400
Hours 45
Credits 3
Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)**

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use

*prereq: SPED 781/782
coreq: SPED 783
Hours 15 hrs seminar, plus 20 hrs lab,
Credits 2 cr
Spring only
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**Exit Requirements**

1. An overall GPA of 3.0
2. A grade of at least B in Key Courses as designated in each title with "(KC)"
3. Complete the Dignity for All Students Act (DASA) workshop

**Early Childhood Development and Learning: Diverse Children and Families: Additional NYS Certification - Advanced Certificate**
Program

This program (Academic Plan: ECSEB2-AC) leads to a post-master's Advanced Certificate in Special Education: Early Childhood, Birth – Grade 2 consistent with regulations of the New York State Education Department. The program is designed for students with existing New York State certification in early childhood general education; it leads to an additional teaching certificate in students with disabilities birth to grade 2.

Admission Requirements

1. A master's degree in Early Childhood Education, Birth - Grade 2 from an accredited institution with a GPA of at least 3.5.
2. New York State initial, professional or permanent certification in Early Childhood Education, Birth – Grade 2.
3. A personal statement.
4. A recommendation from a supervisor or academic professor.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 20 cr.

Academic Plan - ECSEB2-AC

Credits - 20

SPEDE 76800 - Fostering Development in Young Children with Diverse Abilities: Historical, Political, and Inclusive Perspectives

This course explores the variability of development in infants and young children, and related developmental promotion approaches, through a lens of cultural, linguistic, and ability diversity. Functional developmental competencies and the range of developmental consequences within specific diagnoses will be examined, including the implications for supporting learning and development in classrooms, homes, and communities. The evolution of laws, regulations, and inclusive practices to current early intervention and early childhood special education recommended practices will be situated within this developmental framework.

prereq or coreq: ECF 700 (for Program 1 students only)
Hours: Includes 5 hrs field experience,  
Credits: 3 

**SPEDE 76900 - Evaluation, Assessment, and Program Planning for Infants and Young Children with Special Needs (KC)**

Developmentally appropriate and recommended practices for assessing the development and learning of young children from infancy through age 7 years (second grade) and identifying family strengths and supports. Application of tools, observations, and discussions with informed others to make decisions in screening, evaluation and program planning will be explored within a transdisciplinary team. Students must receive a grade of B or better.

*prereq or coreq: ECF 700 and ECC 703 (for Program 1 students only); and SPEDE 768*

Hours: Includes 15 hrs field experience,  
Credits: 3 

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPEDE 77051 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)**

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods.

*prereq: By permission*

Hours: 3 hrs  
Credits: 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs**

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

*prereq: SPEDE 768 OR SPED 700*

Hours: Includes 5 hrs of field experience  
Credits: 3 cr

**SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)**

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.
prereq: SPEDE 77000 and SPEDE 77200 (for all programs); and ECC 70400 or ECC 70900 (for Program 1 students only)
Hours 3 hrs: includes 5 hrs field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77600 - Introductory Field Experience in Early Childhood Special Education (KC)**

Preparatory experience in a program supporting young children with diverse abilities; emphasis on what it means to be an early intervention/early childhood special education professional; One field placement of 10 days in a Kindergarten or Grade 1 or 2 setting.

prereq: ECC 71200 (for Program 1 students only)
prereq or coreq: SPEDE 77000
Hours 2 hrs.
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77951 - Practicum in Early Childhood Special Education (KC)**

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**Exit Requirements**

1. An overall GPA of 3.0.
2. Completion of the Dignity for All Students Act (DASA) workshop.

**Early Childhood Education: Additional NYS Certification - Advanced Certificate**
This post-master's, advanced certificate program (ECEB2-AC) provides teachers who already possess New York State teaching certification in Childhood Education Grades 1-6 the additional coursework required for an additional teaching certificate in Early Childhood Education Birth to Grade 2.

Admissions Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.5.
2. NYS certification in Childhood Education Grades 1-6 or Pre-K-6 education.
3. A personal statement.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 17 cr.

**Academic Plan: ECEB2-AC**

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels*

*Credits 3*

**ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2**

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000*

*Hours 45 hrs*

*Credits 3*
ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels
Credits 3

ECC 70500 - Language and Literacy: Birth through Kindergarten

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs
Credits 1

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300
prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels
Credits 3

ECC 71800 - Early Childhood Student Teaching (KC)

This is a college supervised experience and is offered during the regular academic year and in the summer to facilitate the opportunity for practice at a different age/grade level than ECC 71700. This course has two key components: (1) a minimum of 30-days of student teaching in Pre-K, or grades 1-2 and; (2) biweekly seminar (15 hours).

prereq: ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200
Hours Bi-weekly seminar (15 hrs)
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. A grade of at least B in classes with clinical fieldwork hours (ECF 70000 and ECC 71800).
3. Must maintain a valid and appropriate NYS certification.
4. Complete the Dignity for All Students Act (DASA) workshop.

Educational Leadership: School District Leader - Advanced Certificate

Program

This post-master's, advanced certificate program (Academic Plan: SDL-AC) is designed to prepare NYS certified administrators with SBL or SAS certification for roles in administration and supervision at the school district level. Graduates of this program are eligible for NYS certification in School District Leader.

Admissions Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 48 graduate credits completed prior to enrollment.
3. Proof of NYS certification in School Building Leader or School Administrator/Supervisor.
4. Two professional references.
5. A personal statement.
6. An on-site interview and writing sample may be requested by the program.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.
Course of Study - 12 cr.

Academic Plan: SCDTL-AC

**ADSUP 72100 - Legal Issues, Finance, Facilities and Operations**

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4*

**ADSUP 74100 - School District Leadership: Problems and Issues**

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4*

**ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision (KC)**

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

*Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract
Credits 4*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

Exit Requirements
Program Adviser

Benjamin Shuldiner
1129 West Building
(212) 772-4627
adsup@hunter.cuny.edu

Gifted Education Extension - Advanced Certificate

Program

This advanced certificate program (Academic Plan: GIFTD-AC) is designed to provide educators with a solid background of expertise in gifted education, enabling them to work effectively with exceptionally capable learners, and to take leadership roles in the field. In addition to satisfying NYS certification requirements for 12 credits of coursework and field hours for the Gifted Extension certificate*, successful completion of this program will result in an advanced certificate degree in Gifted Education and an institutional recommendation for the Gifted Extension certificate.

*NYS certification in Gifted Extension requires a valid base NYS teacher certification and a passing score on the Gifted Content Specialty Test (CST).

Admission Requirements

1. NYS teacher certification and a minimum of 15 credits of graduate study (master's degree preferred) in education for a specific school population, with at least one course in human development (including child or adolescent development).
2. A GPA of at least 3.5 in graduate courses.
3. Two letters of recommendation from appropriate professional or academic sources.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 12 cr.

Academic Plan: GIFTD-AC

**SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity**

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

_Cross-listed (Cross-listed with CEDF 75300.)_

_Hours 45 hrs includes 10 hrs field experience_

_Credits 3 cr_

**SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners**

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the full time gifted school.

_Cross-listed (Cross-listed with CEDF 75400.)_

_Hours Includes 10 hrs field experience_

_Credits 3_

**SPED 75500 - Assessment and Instruction for Diversely Gifted Learners**

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

_Cross-listed (Cross-listed with CEDC 755.)_

_prereq or coreq: SPED 75300 and SPED 75400_

_Hours Includes 20 hrs field experience_

**SPED 75600 - Professional Discourse and Leadership in Gifted Education**

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

_Cross-listed ADSUP 75600, CEDC 75600, CEDF 75600_
Exit Requirements

1. An overall GPA of 3.0.
2. No course grade below B.
3. Maintain a valid and appropriate NYS certification.
4. Complete the Dignity for All Students Act (DASA) workshop.

Program Adviser

Elissa Brown
(212) 772-4618
919 West
eb177@hunter.cuny.edu

Special Education: Severe and Multiple Disabilities Annotation Extension - Advanced Certificate

Program Coordinator

L. Beth Brady
929 West Building
(212) 772-4229
lbrady@hunter.cuny.edu

This post-master's, advanced certificate program (Academic Plan: SPEDSMD-AC) is designed to prepare NYS certified teachers to serve as teachers of students with severe and multiple disabilities, including those with deafblindness, in educational programs from birth to grade 12. Graduates of this program will be eligible for NYS annotation extension certification in Severe and Multiple Disabilities.

Admission Requirements

1. A master's degree in Special Education with a GPA of at least 3.5 in the degree that led to certification.
2. Initial, professional or permanent New York State certification in:
   o Early Childhood Special Education, Birth – Grade 2;
   o Students with Disabilities, Grades 1 – 6;
   o Students with Disabilities, Grades 7 - 12;
   o Blind and Visually Impaired;
   o Deaf and Hard of Hearing; or
   o Teacher of Students with Speech and Language Disabilities PreK-12.
3. A personal statement that will be reviewed by a member of the department.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 19 cr.

**Academic Plan: SPEDSMD-AC**

**SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)**

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.

*prereq or coreq: SPED 70000*  
*Hours 45 hrs,*  
*Credits 3 cr.*

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)**

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

*prereq or coreq: SPED 70000, SPED 79000*  
*Hours Includes 15 hrs of field experience*  
*Credits 3*  

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness**
Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

**prereq or coreq:** SPED 70000 or SPEDE 76800  
**Hours** includes 15 hrs of field experience  
**Credits** 3 cr

**SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities**

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

**prereq:** SPED 70000  
**Hours** includes 10 hrs of field experience, 30 hrs  
**Credits** 2 cr

**SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

**prereq or coreq:** SPED 70000 and SPED 79000 or SPED 74100  
**Hours** (includes 10 hours of field experience),  
**Credits** 3 cr

**SPED 74600 - Educational Implications of Learners Who Are Deafblind**

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

**prereq:** SPED 70000, SPED 79000 or SPED 74100  
**Hours** Includes 10 hrs of field experience  
**Credits** 3

**SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3 (KC)**
Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching.
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6 (KC)

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus 20 days of student teaching.
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. A grade of at least B in classes based upon fieldwork/clinical teaching.
3. Completion of the Dignity for All Students Act (DASA) workshop.
4. A valid and appropriate NYS certification.

TESOL Pre-K-12: NYS Certification - Advanced Certificate

The TESOL post-masters, advanced certificate programs are designed to educate people who wish to teach students for whom English is a second or foreign language – either children or adolescents. The skill of teaching English to speakers of other languages is acquired through studying specialized methods and techniques that differ from those used by teachers of English to native speakers. This preparation is the focus of the programs in TESOL which also lead to certification in ESOL PreK-12.

- Program 1 (Academic Plan: TESOL-AC) is for those with a master's or doctoral degree in TESOL, Linguistics or Applied Linguistics with no prior NYS certification.
- Program 2 (Academic Plan: TESFESL-AC) is for those with a master's degree and prior NYS certification.

Admission Requirements
Program 1: For applicants who do not hold NYS certification

1. A master's degree or doctoral degree from an accredited institution in TESOL, Linguistics, or Applied Linguistics, including specific coursework (of at least 3 credits each) in TESOL Methodology, Introduction to Linguistics, Analysis and Structure of English, Theories of Second Language Acquisition, and Sociolinguistics or Pragmatics. Any applicant lacking up to 8 credits of these pre-requisite content courses or fieldwork hours may be accepted into the program on the condition that they complete these credits before they begin their Student Teaching or Practicum requirement in the program.

2. Undergraduate GPA of at least 3.0 from an accredited bachelor's degree program; or a graduate GPA of at least 3.5 from an accredited master's or doctoral degree program in TESOL, Applied Linguistics, or Linguistics.

3. A liberal arts or sciences major of at least 30 credits.

4. A general education core in liberal arts and sciences to include: 12 credits of foreign language documented on a transcript or equivalent credits as demonstrated through a standardized proficiency test like the College Level Examination Program (CLEP); 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography); 3 credits in the arts; and 12 credits in math, science and technology (a college course in calculus satisfies 6 credits of this requirement).

5. An on-site oral interview and an on-site writing sample may be required.

6. Two professional references.

7. A personal statement, explaining why the applicant is interested in obtaining PreK-12 certification in TESOL.

Program 2: For students with prior NYS certification

1. A master's degree from an accredited institution with a GPA of at least 3.0

2. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 12 credits in a language other than English at the college level, 6 credits in social studies (with at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

3. Two professional references.

4. A personal statement.

5. An on-site oral interview and an on-site writing sample may be required.

6. NYS initial certification in one of the following areas: early childhood, childhood, middle childhood, or adolescent education; special subjects; students with disabilities; or literacy.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study
Academic Plans:

(Program 1) TESOL-AC

(Program 2) TESFESL-AC

Program 1 - (15-27 cr.)

For students who do not hold NYS certification

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*

*Credits 3 cr*

**CEDF 71300 - Child and Adolescent Development**

This course will provide a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and their potential impact on student behavior and learning in the classroom.

*Hours 3 hrs*

*Credits 3 cr*

**EDESL 78300 - Methods in Teaching English as Second Language - PK-12 (KC)**

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

*Hours 3*

*Credits 3*

*Required for students in Program Two and Program Three (Adult Program).*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)**

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.
This course requires 30 hours of field experiences.

**prereq:** LING 70300, EDESL 78300 or permission of TESOL adviser  
**Hours** 3 hrs  
**Credits** 3 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

### EDESL 79200 - Second Language Literacy and Technology

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

**prereq:** LING 70300; LING 77300; EDESL 78300  
**Hours** 3 hrs  
**Credits** 3 cr

Required of students in both Pre- K–12 Programs One and Two; elective for students in the Adult Program.

### EDESL 79100 - Language Assessment in TESOL

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

**prereq:** LING 70300, EDESL 78300  
**prereq or coreq:** LING 77300, LING 70400  
**Hours** 45 hrs,  
**Credits** 3 cr

### SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

**Cross-listed** SPED 308  
**prereq:** SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100  
**prereq or coreq:** SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900  
**Hours** 45  
**Credits** 3

### EDESL 75200 - Supervised Teaching 1 (KC)
One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.

**prereq:** Completion of 24 credits or permission of TESOL adviser

**Hours** 3 hrs  
**Credits** 3 cr

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**EDESL 75300 - Supervised Teaching 2 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

**prereq:** EDESL 75200

**Hours** 3 hrs  
**Credits** 3 cr

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**Program 2 - (18 cr.)**

For students with who hold NYS certification

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

**Hours** includes 5 hrs of fieldwork  
**Credits** 3 cr

**EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)**

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

**Hours** 3  
**Credits** 3  
*Required for students in Program Two and Program Three (Adult Program).*
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)**

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills. This course requires 30 hours of field experiences.

prereq: LING 70300, EDESL 78300 or permission of TESOL adviser  
Hours 3 hrs  
Credits 3 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDESL 75300 - Supervised Teaching 2 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

prereq: EDESL 75200  
Hours 3 hrs  
Credits 3 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**LING 77300 - Instructed Second Language Acquisition (KC)**

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

prereq or coreq: EDESL 78300; LING 70300  
Hours 3 hrs  
Credits 3 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
LING 70300 - Analysis and Structure of English I

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.

Requires 15 hours of field experience.

prereq or coreq: EDESL 78300

Hours 3 hrs
Credits 3 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. A passing score on the e-portfolio requirement.
4. A grade of at least a B in fieldwork/clinical teaching classes.
5. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Biology - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Biology in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Biology 7-12. The master's program (Academic Plan: BIOAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: BIOAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 21 credits in biology to include a year of introductory biology with laboratory and a semester of organic chemistry (lecture only).
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate
1. An undergraduate major of at least 30 credits in biology and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in introductory biology with laboratory and a semester of organic chemistry.

2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.

4. A personal statement.

5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: BIOAE-MA (41-44 cr.)
- Advanced Certificate: BIOAE-AC (26-27 cr.)

Education Courses - 26-27 cr.

For Advanced Certificate and Master's Degree Programs

SEDFA 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

Hours 45 hrs,
Credits 3 cr

SEDFA 70400 - Adolescent Development, Grades 7–12
The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork, Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork, Credits 2 cr*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500
coreq: One of the following must be a Co-req:*

- SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab, Credits 2 cr*

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs, Credits 3 cr*

**SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science**

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they
explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

**prereq or coreq: SEDF 70400**
**Hours** 45 hrs,
**Credits** 3 cr

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

**Hours** 15 hrs,
**Credits** 1 cr

**SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

**prereq: SEDC 71300**
**prereq or coreq: SEDF 70500**
**Hours** 30 hrs fieldwork
**Credits** 2

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

**Cross-listed SEDC 34100**
**coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500**
**Hours** 15 hours of seminar; 48 hours of fieldwork
**Credits** 1

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*
**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus — though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308*

*prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or SEDC 70700 or CEDC 70400 or CEDC 70100*

*prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900*

*Hours 45*

*Credits 3*

**SEDC 75401 - Student Teaching in Biology, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400*

*prereq or coreq: SEDF 70600*

*Hours 45; 60 days student teaching plus workshops and conferences, Credits 5*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SEDC 77421 - Practicum in Biology, Grades 10-12 (KC)**

Hunter College-supervised practicum for teachers of biology in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

*prereq: SEDC 72400*

*Hours 30 hrs plus conferences, Credits 2 cr*

*Students who take SEDC 77421 must also take SEDC 77411.*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**Biology Courses - 15-17 cr.**
For Master's Degree Program Only

BIOL 61055 - Laboratory Workshop in Biology Education

A series of laboratory-intensive experimental projects, each lasting one week or more, which introduce current research techniques and include individual participation in planning, preparation, and analysis of experiments. The focus is on broad biotechnology topics such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics, and how these topics may be applied to the high school science classroom.

Prereq: a graduate course in biology or permission of instructor
Hours 120 hrs,
Credits 3 cr

BIOL 63000 - Science and Society

A study of the interactions between technological and societal changes, with an emphasis on eliciting within the classroom productive oral and written critiques and debates concerning potentially controversial technological change. Focusing on present-day issues, students will learn various models for analyzing the impact scientific change has on society and how social change directs science.

Prereq: BIOL 61055 or permission of instructor

- American Museum of Natural History CUNY credit course: Genetics, Genomics or Evolution

Category A:

For students who have completed molecular biology and molecular genetics at the undergraduate level. Choose one:

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

Prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
Credits 4 cr
Fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

Prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
Fall only

BIOL 71401 - Cell Biology
In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only

BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

Category B:

For students who have not taken either molecular biology or molecular genetics at the undergraduate level. Students must take both courses below:

BIOL 60000 - Molecular Biology for Science Teachers

Molecular aspects of cellular function; properties of biomolecules, their biosynthesis and breakdown; structure and function of proteins and enzymes, metabolites, membranes, and nucleic acids; cellular mechanisms of energy transduction; integration and control of cell metabolism.

prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.
Fall only

BIOL 60210 - Molecular Genetics for Science Teachers

A comparison of viral, procaryotic, and eucaryotic systems; review of classical Mendelian principles and mechanisms; bacterial DNA replication, transcription, and their control; mechanisms of gene mutation, repair, recombination, and transposition; applications of recombinant DNA technology; organization of nucleic acid into chromosomes; control of gene expression in procaryotes, in the eucaryotic cell cycle, and in cell development.

prereq: BIOL 60000 or equivalent and permission of instructor
Spring only

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.
Adolescent Chemistry - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Chemistry in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Chemistry 7-12. The master's program (Academic Plan: CHEAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: CHEAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 29 credits in science and mathematics to include two years of chemistry (one year general chemistry with laboratory and one year organic chemistry with laboratory), one year of introductory physics with laboratory, and one semester of calculus.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in chemistry and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in introductory chemistry with laboratory, one year of introductory physics with laboratory, and one semester of calculus.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: CHEAE-MA (41-44 cr.)
- Advanced Certificate: CHEAE-AC (26-27 cr.)

Education Courses- 26-27 cr.

For Advanced Certificate and Master's Degree Programs

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,  
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400  
Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq:* SEDF 70500  
*coreq:* One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23  
*Hours 30 hrs, plus lab,*  
*Credits 2 cr*

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,*  
*Credits 3 cr*

**SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science**

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

*prereq or coreq:* SEDF 70400  
*Hours 45 hrs,*  
*Credits 3 cr*

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,*  
*Credits 1 cr*
SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
**SEDC 75402 - Student Teaching in Chemistry, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400*
*prereq or coreq: SEDF 70600*
*Hours 45; 60 days student teaching plus workshops and conferences, Credits 5*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 77422 - Practicum in Chemistry, Grades 10–12 (KC)**

Supervised practicum for teachers of chemistry in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

*prereq: SEDC 72400*
*Hours 30 hrs plus conferences, Credits 2 cr*
*Students who take SEDC 77422 must also take SEDC 77412.*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**Chemistry Courses - minimum 15 cr.**

For Master's Degree Program Only

**CHEM 65500 - Demonstrations, Models, and Technology**

Demonstrations, models, and technology.

*Credits 3 cr*

**CHEM 66000 - Challenging Concepts in Chemistry**

Overview of research and theory related to misconceptions in chemistry. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.
CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Earth Science - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Earth Science in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Earth Science 7-12. The master's program (Academic Plan: ESCAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: ESCAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A major of at least 30 credits in the liberal arts or sciences.
3. At least 21 credits in geology, physical geography, earth science, or environmental science, including geographic techniques.
4. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
5. Two professional references.
6. A personal statement.
7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate
1. An undergraduate major of at least 30 credits in earth science and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in introductory earth science with laboratory, one of introductory physics with laboratory, and one semester of calculus.

2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: ESCAE-MA (42-44 cr.)
- Advanced Certificate: ESCAE-AC (26-27 cr.)

Education Courses - 26-27 cr.

For Advanced Certificate and Master's Degree Programs

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs*,
*Credits 3 cr*
**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

_Hours 30 hrs, plus 36 hrs fieldwork,_
_Credits 2 cr_

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

_prereq: SEDF 70400_
_Hours 30 hrs, plus 36 hrs fieldwork,_
_Credits 2 cr_

_This Key Course requires a grade of B or better to pass._
_Any student who receives a grade of F or WU in this class will not be permitted to continue in the program._
_This course may be repeated only once._

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

_prereq: SEDF 70500_
_coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
_Hours 30 hrs, plus lab,_
_Credits 2 cr_

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

_Hours 45 hrs,_
_Credits 3 cr_

**SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science**
Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

**SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 75404 - Student Teaching in Earth Science, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77424 - Practicum in Earth Science, Grades 10–12 (KC)

Hunter College-supervised practicum for teachers of earth science in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77424 must also take SEDC 77414.

prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
Earth Science Courses -16 cr.

For Master's Degree Program Only

PGEOG 70563 - Earth Science Today

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

Hours 45 hrs including conference,
Credits 3 cr
Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

GTECH 71000 - Concepts and Theories in GeoInformatics

Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

coreq: Departmental permission required
Hours 3
Credits 3
Fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:$ 15

PGEOG 63000 - Science and Society

A study of the interactions between technological and societal changes, with an emphasis on eliciting within the classroom productive oral and written critiques and debates concerning potentially controversial technological change. Focusing on present-day issues, students will learn various models for analyzing the impact scientific change has on society and how social change directs science.

Hours 45 hrs including conference,
Credits 3 cr
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - Challenging Concepts in Earth Science: Using Research to Identify Common Misconceptions and Assess Student Learning

Overview of research and theory related to misconceptions in the earth sciences. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA-TEP degree.
Hours 45 hrs, including conferences.
Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

- One elective chosen from 600- or 700-level courses with a PEGOG or GTECH prefix, 3 or 4 cr.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent English - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach English in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in English Language Arts 7-12. The master's program (Academic Plan: ENGAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: ENGAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 21 credits of advanced courses in British, American or World Literature written in English (no more than 3 credits of the latter).
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Students must submit a writing sample of about 10 pages (preferably an undergraduate research paper of literary criticism).
5. Two references (preferably including at least one academic reference).
6. A personal statement.
7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in English, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.

4. A personal statement.

5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: ENGAE-MA (50-51 cr.)
- Advanced Certificate: ENGAE-AC (26-27 cr.)

Education Courses - 26-27 cr.

For Advanced Certificate and Master's Degree Programs

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs, Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.
**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,
Credits 3 cr

**SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society**

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.
prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72100 - Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12 (KC)

Methodology that facilitates the learning of English language arts for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticisms. These presentations will be videotaped for further self-analysis at home. New York State and city teaching standards will be applied throughout the course.

prereq: SEDC 71100
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 75100 - Student Teaching in English, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77120 - Practicum in English, Grades 10–12 (KC)

Supervised practicum for teachers of English in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77120 must also take SEDC 77110.

prereq: SEDC 72100
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

English Courses - 24 cr.

For Master's Degree Program Only
• **Literature**: Eighteen credits in literature courses given by the English department, including 3 credits in Shakespeare, 3 credits in literature with a multicultural/minority emphasis, 3 credits in American literature.

**ENGL 60700 - English Linguistics**

Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

*Hours 3  
Credits 3*

**ENGL 61500 - Rhetoric and Composition**

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

*Hours 3  
Credits 3*

**Exit Requirements**

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

**Adolescent French - MA / Advanced Certificate**

The master's and advanced certificate programs prepare candidates to teach French in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in French 7-12.

The master's program (Academic Plan: FRENAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: FREAE-AC) is a post-master's program for applicants with no prior NYS certificate.

**Admission Requirements**

**Master's Degree**

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 3.0 and a major in French with a grade point average of 3.0, with a minimum of 18 credits in French and Francophone literature above the intermediate level.
- or -
2. Applicants who do not have a French major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits may take a French literature exam designed and administered by the Department of Romance Languages. Candidates must achieve a passing score on the department's test of French literature, which will be graded by the department.

-PLUS (for all applicants)-

3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

4. Two professional references to be included with the application for matriculation.

5. An essay to be completed as part of the application for matriculation.


7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in French, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.

2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.

4. A personal statement.


6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: FRENCE-MA
• Advanced Certificate: FREAE-AC

Total Credits:

• FRENAE-MA: 40-41
• FREAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,*  
*Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,*  
*Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400*  
*Hours 30 hrs, plus 36 hrs fieldwork,*  
*Credits 2 cr*

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.
prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.02; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,*
*Credits 3 cr*

**SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12**

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

*prereq or coreq: SEDF 70400*
*Hours 45 hrs,*
*Credits 3 cr*

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,*
*Credits 1 cr*

**SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.
prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

- Take Either -

SEDC 75201 - Student Teaching in French, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom
instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45: 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Or -

SEDC 77211 - Practicum in French, Grades 7–9 (KC)

Supervised practicum for teachers of French in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77211 must also take SEDC 77221.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Plus -

SEDC 77221 - Practicum in French, Grades 10–12 (KC)

Supervised practicum for teachers of French in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77221 must also take SEDC 77211.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

French Courses

For Master's Degree Program Only

Six 700-level courses in French and Francophone Literature (18 Credits)
Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in French administered by the Romance Languages department.
4. Master's degree students must pass a second language exam administered by the Romance Languages department.
5. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Italian - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Italian in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Italian 7-12.

The master's program (Academic Plan: ITALAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: ITAAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 and a major in Italian of at least 30 credits in Italian with a grade point average of 3.0 with a minimum of 18 credits in upper-level Italian literature (not to include courses in civilization/culture, linguistics or advanced language).
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in Italian, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.

6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: ITALAE-MA
- Advanced Certificate: ITAAE-AC

Total Credits

- ITALAE-MA: 47-48
- ITAAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,*

*Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**
The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04;
SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC
772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED
741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC
754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC
772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

**SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12**
Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

prereq or coreq: SEDF 70400  
Hours 45 hrs,  
Credits 3 cr

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,*  
*Credits 1 cr*

**SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71200*  
*prereq or coreq: SEDF 70500*  
*Hours 30 hrs fieldwork*  
*Credits 2*

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

*Cross-listed SEDC 34100*  
*coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500*  
*Hours 15 hours of seminar; 48 hours of fieldwork*  
*Credits 1*

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

Hours 45
Credits 3

- Take either -

SEDC 75202 - Student Teaching in Italian, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Or -

SEDC 77212 - Practicum in Italian, Grades 7–9 (KC)

Supervised practicum for teachers of Italian in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77212 must also take SEDC 77222.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Plus -

SEDC 77222 - Practicum in Italian, Grades 10–12 (KC)

Supervised practicum for teachers of Italian in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77222 must also take SEDC 77212.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Italian Courses

For Master's Degree Program Only

21 Credits

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Latin - MA / Advanced Certificate

This program is offered with the Classical and Oriental Studies Department and is designed to serve individuals who do not have certification in the teaching of Latin. The applicant must be admitted by both the School of Education and the Classical and Oriental Studies Department.

The master's and advanced certificate programs prepare candidates to teach Latin in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Latin 7-12.

The master's program (Academic Plan: LATINAЕ-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: LATAE-AC) is a post-master's program for applicants with no prior NYS certificate.
Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. An index of at least 3.0 in an undergraduate major or the equivalent in Latin or classics. Students must have 30 credits of coursework in Latin.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. Minimum of 30 credits in Latin at the undergraduate and/or graduate level, and a master's degree in Classics, Latin, or Ancient Greek with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: LATINAE-MA
• Advanced Certificate: LATAE-AC  
Total Credits  
• LATINA-MA: 49-50  
• LATAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

25-26 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,  
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400  
Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.
**SEDC 724**; **SEDC 754.01**; **SEDC 774.11**; **SEDC 774.21**; **SEDC 754.02**; **SEDC 774.12**; **SEDC 774.22**; **SEDC 754.04**; **SEDC 774.14**; **SEDC 774.24**; **SEDC 721**; **SEDC 751**; **SEDC 771.1**; **SEDC 771.2**; **SEDC 722**; **SEDC 752.01**; **SEDC 772.11**; **SEDC 772.21**; **SEDC 752.02**; **SEDC 772.12**; **SEDC 772.22**; **LATED 713**; **LATED 731**; **LATED 741.1**; **LATED 741.2**; **SEDC 723**; **SEDC 753**; **SEDC 773.1**; **SEDC 773.2**; **MUSED 678**; **SEDC 756**; **SEDC 766.1**; **SEDC 776.2**; **SEDC 754.03**; **SEDC 774.13**; **SEDC 774.23**; **SEDC 725**; **SEDC 755**; **SEDC 775.1**; **SEDC 775.2**; **SEDC 752.03**; **SEDC 772.13**; **SEDC 772.23**

_Hours 30 hrs, plus lab._

_Credits 2 cr_

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**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on “collaborative education” to serve students with disabilities.

**Cross-listed SPED 308**

_prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100_

_prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900_

_Hours 45_

_Credits 3_

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**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

_Hours 45 hrs,_

_Credits 3 cr_

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**LATED 71200 - Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin**

Familiarizes prospective teachers of grades 7–12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Close work with the design and evaluation of classroom lessons and materials in the context of national and state standards will be emphasized.

_prereq: completion of 18 credits of graduate Latin courses_

_prereq or coreq: SEDF 70400_

_Hours 45 hrs, including conferences,_

_Credits 3_
SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,
*Credits 1 cr

LATED 71300 - Methods 2: Teaching for Diverse Learners in Latin

Familiarizes prospective teachers of grades 7–12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Innovative uses of technology, development of instructional units, individualizing for students with special needs, exploring aspects for a student-centered classroom will be emphasized.

*prereq: LATED 71200
*prereq or coreq: SEDF 70500
*Hours 2 hrs plus 36 hrs fieldwork,
*Credits 2

- Take either -

LATED 73100 - Student Teaching in Latin, Grades 7–12

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program.

*prereq: LATED 71300
*Hours 2 hrs, 60 days student teaching plus workshops and conferences,
*Credits 5 cr

- Or -

LATED 74110 - Practicum in Latin, Grades 7-9

Supervised practicum in the teaching of Latin in grades 7–9. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 74110 must also take LATED 74120.

*prereq: LATED 71300
*Hours 2 hrs plus conferences,
*Credits 2 cr
LATED 74120 - Practicum in Latin, Grades 10-12

Supervised practicum in the teaching of Latin in grades 10–12. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 74120 must also take LATED 74110.

prereq: LATED 71300
Hours 2 hrs plus conferences,
Credits 2 cr

Latin Courses

For Master's Degree Program Only

24 credits

- Latin 18 credits -

LAT 72700 - Speaking and Writing Latin

Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

LAT 71000 - Topics in Latin literature.

May be taken three times for credit.

- A. At least 3 credits from the following courses -

LAT 71100 - Literature of the Republic

Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

LAT 71200 - Literature of the Augustan Age

Selections from poetry and prose authors of the Augustan period.

LAT 71300 - Literature of the Empire

Selections from poetry and prose authors of the Imperial period.

- B. At least 3 credits from the following courses -

LAT 70500 - Caesar
Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

**LAT 70600 - Cicero**

Selections from the orations, philosophical treatises, and letters of Cicero.

See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

**LAT 70700 - Vergil**

Selections from the Aeneid, Eclogues, and Georgics.

See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

**LAT 72500 - Ovid**

Selections from the *Metamorphoses* and *Amores*.

**LAT 72600 - Horace and Catullus**

Selections.

- 6 additional credits from the courses in section A and/or B or LAT 708 or LAT 710 (LAT 708 and LAT 710 may each be taken up to 3 times total).

  - Classical Culture 6 credits -

**CLA 70100 - The Legacy of Ancient Greece**

A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

*Hours 45 hrs, including conferences,  
Credits 3 cr*  
See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

**CLA 70200 - The Legacy of Ancient Rome**

A survey of the culture and civilization of Rome from the founding of the city to the reign of Marcus Aurelius.

*Hours 45 hrs, including conferences,  
Credits 3 cr*  
See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.
CLA 70700 - A Survey of Classical Literature in Translation

CLA 70600 - Supervised Reading

Independent reading on a particular aspect of ancient Greek or Roman culture, supervised by a faculty member.

*Prior approval of graduate adviser required. May be taken twice for credit.*

Culminating Experiences

Comprehensive examination in Latin and Classical Culture: Classics Division

Professional teaching portfolio: School of Education

*See Exit Criteria*

Note (s)

*Students who enter with initial or provisional certification in adolescent education in a language other than English will be required to take LATED 712, LATED 713, and either LATED 731 or two of the other student teaching/practicum courses that cover grades 7–9 and 10–12 (9–11 credits). Based on a transcript review by the School of Education, such students may be required to complete additional courses in the pedagogical sequence as well. The minimum number of credits for the degree for students who enter with certification in adolescent education is 39 credits. Students may be exempted from up to 6 credits based on prior equivalent course work.*

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Mathematics - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Mathematics in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Mathematics 7-12.

The master's program (Academic Plan: MATAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: MATAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements
Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. 24 or more credits in mathematics approved by the graduate mathematics adviser, including a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra. Applicants may be admitted on the condition that they complete up to 12 credits of additional course work in mathematics. A transcript review will determine which additional credits, if any, are needed.
3. A grade point average of at least 2.7 in mathematics courses.
4. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in mathematics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans
• Master's Degree: MATAE-MA
• Advanced Certificate: MATAE-AC

Total Credits

• MATAE-MA: 41-42
• MATAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,*
*Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,*
*Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400*
*Hours 30 hrs, plus 36 hrs fieldwork,*
*Credits 2 cr*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance
outcome measures and alternative forms of assessment.

prereq: SEDF 70500  
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 754.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 72; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

Hours 30 hrs, plus lab,  
Credits 2 cr

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308*

prereq: SEDC 71000 or EDES 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100

prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

Hours 45  
Credits 3 cr

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,*  
*Credits 3 cr*

**SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science**

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

*prereq or coreq: SEDF 70400*

*Hours 45 hrs,*  
*Credits 3 cr*
SEDCC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs, Credits 1 cr*

SEDCC 72300 - Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork, Credits 2*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

SEDCC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

*Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

- Take Either -

SEDCC 75300 - Student Teaching in Mathematics, Grades 7–12 (KC)
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

SEDC 77310 - Practicum in Mathematics, Grades 7–9 (KC)

Supervised practicum for teachers of mathematics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77310 must also take SEDC 77320.

prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 45 hrs plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

SEDC 77320 - Practicum in Mathematics, Grades 10-12 (KC)

Supervised practicum for teachers of mathematics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 773.20 must also take SEDC 77310.

prereq: SEDC 723
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Mathematics and Statistics Courses

Master's Degree Program Only
MATH 62000 - Secondary School Mathematics from an Advanced Perspective I

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

prereq: Calculus II and a course in linear or matrix algebra
Hours 3 hrs.
Credits 3 cr.
Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective II

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

Hours 3 hrs.
Credits 3 cr.
Open only to Teacher Education Program students.

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical context.

prereq: departmental permission
Hours 3
Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.

prereq: none
Hours 3
Credits 3

- Plus -

STAT 61200 - Discrete Probability

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

prereq: a statistics course on or above the level of STAT 11300
STAT 61400 - Data Analysis Using Statistical Software

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Physics - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Physics in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Physics 7-12.

The master's program (Academic Plan: PHYAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: PHYAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A major in physics.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in physics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: PHYAE-MA
- Advanced Certificate: PHYAE-AC

Total Credits

- PHYAE-MA: 42-43
- PHYAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits
SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

Hours 45 hrs,  
Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

prereq: SEDF 70400  
Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500  
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23  
Hours 30 hrs, plus lab,  
Credits 2 cr
SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)
Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Take either -

SEDC 75403 - Student Teaching in Physics, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -
**SEDC 77413 - Practicum in Physics, Grades 7–9 (KC)**

Hunter College-supervised practicum for teachers of physics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77413 must also take SEDC 77423.

`prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3`

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SEDC 77423 - Practicum in Physics, Grades 10–12 (KC)**

Hunter College-supervised practicum for teachers of physics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77423 must also take SEDC 77413.

`prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr`

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**Physics Courses**

**For Master's Degree Program Only**

16 Credits

**PHYS 63000 - Science and Society**

Study of the interactions between technological and societal changes, with an emphasis on directing productive critiques and debates over potentially controversial technological change within the classroom. Focusing on present-day issues, students will learn various models of analyzing the impact of scientific change on society and how social change directs science.

`prereq: one graduate-level physics course or permission of instructor
Hours 45
Credits 3`
PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning

Overview of research and theory related to misconceptions in physics. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the comprehensive examination for the science portion of the MA degree.

prereq: PHYS 63000 and two elective courses in physics or permission of instructor
Hours 60
Credits 4

- Plus three electives 9 credits from below -

PHYS 60500 - Mathematical Physics

Introduction to basic mathematical techniques used in physics.

Hours 45
Credits 3

PHYS 61500 - Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

Hours 45
Credits 3

PHYS 62500 - Introduction to Quantum Mechanics

Fundamental ideas in the study of atomic sized systems.

Hours 45
Credits 3

PHYS 64500 - Solid State Physics

Introduction to basic theory and techniques in study of matter on solid state.

Hours 45
Credits 3

PHYS 68500 - Numerical Methods I

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations, curve fitting and function approximation, interpolation, differentiation and integration, differential equations.

Cross-listed (Cross-listed with MATH 68500.)
prereq: MATH 15500
Hours 45
Credits 3
Note: 700-level physics courses offered at the Graduate Center can be substituted for 600-level courses with permission of the graduate adviser.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Social Studies - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Social Studies in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Social Studies 7-12.

The master's program (Academic Plan: SOCSTAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: SSTAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. 30 credits of concentrated study in one of the areas of social studies (history, political science, geography, or economics) with a GPA of 3.0, including at least 12 credits in history, 3 credits in geography, 3 credits in political science, and 3 credits in economics. The course work in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in one of the areas of social studies, and a master's degree in the discipline (history, political science, geography, or economics) with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include 21 credits of history, 3 credits in geography, 3 credits in political science and 3 credits in economics. The coursework in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.

4. A personal statement.

5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: SOCSTAE-MA
- Advanced Certificate: SSTAE-AC

Total Credits

- SOCSTAE-MA: 44-45
- SSTAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.
**SED 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

**SED 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

prereq: SED 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SED 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SED 70500
coreq: One of the following must be a Co-req:

SED 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 774.12; SEDC 774.22; SEDC 774.02; SEDC 774.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

Hours 30 hrs, plus lab,
Credits 2 cr

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.
Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71500 - Advanced Curriculum Development in U.S. History and Civics for Urban Contexts, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

prereq or coreq: SEDF 70400 or SEDF 70500
Hours 3
Credits 3

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72500 - Advanced Curriculum Development in World History and Global Education for Urban Contexts, Grades 7-12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDF 704 or SEDF 70500
Hours 2 (30 hrs fieldwork)
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

*Cross-listed SEDC 34100*

*coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500*

*Hours 15 hours of seminar; 48 hours of fieldwork*

*Credits 1*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Take either -

**SEDC 75500 - Student Teaching in Social Studies, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72500*

*prereq or coreq: SEDF 70600*

*Hours 45; 60 days student teaching plus workshops and conferences*

*Credits 5*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Or -

**SEDC 77510 - Practicum in Social Studies, Grades 7–9 (KC)**

Supervised practicum for teachers of social studies in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77520.

*prereq: SEDC 72500*

*prereq or coreq: SEDF 70600*
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

SEDC 77520 - Practicum in Social Studies, Grades 10–12 (KC)

Supervised practicum for teachers of social studies in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77510.

prereq: SEDC 72500
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

History And Geography Courses

15 credits in history including 3 credits in each of the following areas: U.S. history, European history, world or non-Western history. Students who have completed 6 credits in any one of these areas at the undergraduate level will have fulfilled this requirement for that particular area, but will still have to complete at least 15 credits in graduate history courses. Within the 15 credits required in history, at least 3 credits should focus on gender in history and 3 credits should focus on an analysis of diversity in the U.S.

Plus one course (3 credits) as approved by advisor from the Department of Geography.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Spanish - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Spanish in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Spanish 7-12.
The master's program (Academic Plan: SPANAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: SPAAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

**Master's Degree**

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 3.0 or better, and a major in Spanish with a grade point average of 3.0, with a minimum of 18 credits in Spanish literature above the intermediate level; and oral proficiency at the advanced low level of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI).

   Or

   Applicants who do not have a Spanish major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits can take two exams to meet the Spanish coursework requirement and writing component: the Oral Proficiency Interview (OPI) administered by the American Council on the Teaching of Foreign Language (ACTFL), and a rigorous Spanish literature written exam administered by the Department of Romance Languages. Candidates must achieve a minimum score of advanced low on the ACTFL OPI exam to meet the admission requirement, and must achieve a passing score in the Department's written test of Spanish literature.

   Plus (for all applicants)

   2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression. Two professional references.

   3. A personal statement.

   4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Advanced Certificate**

1. An undergraduate major of at least 30 credits in Spanish, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.

2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression. Two professional references.

3. A personal statement.

4. A personal statement.


6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Progress Standards**
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: SPANAE-MA
- Advanced Certificate: SPAAE-AC

Total Credits

- SPANAE-MA: 44-45
- SPAAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs*,
*Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork*,
*Credits 2 cr*
SED 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SED 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education
Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who
obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

**Cross-listed SEDC 34100**

Coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500

**Hours** 15 hours of seminar; 48 hours of fieldwork

**Credits** 1

*This Key Course requires a grade of B or better to pass.*

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Take Either -

**SEDC 75203 - Student Teaching in Spanish, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

Prereq: SEDC 72200

Prereq or coreq: SEDC 70600

**Hours** 45; 60 days student teaching plus workshops and conferences,

**Credits** 5

*This Key Course requires a grade of B or better to pass.*

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Or -

**SEDC 77213 - Practicum in Spanish, Grades 7–9 (KC)**

Supervised practicum for teachers of Spanish in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77213 must also take SEDC 77223.

Prereq: SEDC 72200

Prereq or coreq: SEDC 70600

**Hours** 45 hours plus conferences,

**Credits** 3

*This Key Course requires a grade of B or better to pass.*

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Plus -

**SEDC 77223 - Practicum in Spanish, Grades 10-12 (KC)**
Supervised practicum for teachers of Spanish in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77223 must also take SEDC 77213.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Spanish Courses

For Master's Degree Program Only

18 Credits

• 3 credits in Structures of Modern Spanish (SPAN 60100).
• 6 credits in Spanish Peninsular Literature.
• 6 credits in Latin American Literature.
• 3 credits in either Spanish or Latin American Literature.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a final examination based on a short reading list (40 titles: 20 in Spanish literature, 20 in Latin American literature). This exam will be different from the one offered to MA students in Spanish, although it may be administered on the same day: Romance Languages department.
4. Complete the Dignity for All Students Act (DASA) workshop.

Instructional Leadership - Ed.D.

The Doctor of Education (Ed.D.) degree in Instructional Leadership prepares experienced educators to become effective practitioner leaders able to translate current research into policy and practice. The program prepares teacher leaders, department chairs, administrators and other education professionals to transform K-12 education, driving better educational experiences and outcomes across larger systems. The program provides clinically-focused doctoral training and a deep grounding in the research on educational practice, particularly as it applies to urban settings and suburban settings with increasingly diverse student populations. Students develop the ability to synthesize and apply new research to improve educational experiences and outcomes for students, and the skills to communicate their insights effectively as leaders in schools and communities.

Program Highlights

• Designed to meet the needs of working educators with a part-time cohort model and practice-focused curriculum over five years
Focused on interpreting and translating current research into clinical practice.
- Leverages the strength and expertise of faculty with a wide range of research and practitioner areas who are engaged with current scholarship and practice.
- Provides opportunities to expand both the breadth of knowledge across the field and depth of knowledge in a particular area of interest.
- Institutionally committed to serving the needs of public education with an urban focus.

**Admission Requirements**

1. A master's degree from an accredited institution in the field of education or related to your work in education with a GPA of at least 3.5. Undergraduate GPA will be considered as well.
2. A minimum of two letters of recommendation is required. At least one should address past academic performance and/or readiness for doctoral studies and one should speak to professional leadership potential.
3. A personal statement.
4. Graduate Record Examination (GRE).
5. Prospective students whose native language is not English and who have completed all or part of their post-secondary education in a country where English is not the native language need to take the TOEFL or IELTS or the Pearson Test of English.
6. A resume.
7. A minimum of five years professional work experience in the field of education.
8. An on-site interview and writing activity may be required as part of the interview process.

**Progress Standards**

1. Students must maintain a minimum 3.5 GPA throughout the program. At the end of each semester, when grades have posted, the program director will meet with the Assistant Director of Graduate Student Affairs in the Office of Academic and Student Affairs to review the GPA of all students in the program and to identify any who have fallen below a 3.5. These students will be placed on academic probation. Once they are notified of probation, they will be required to meet with their advisor to develop an academic plan for improving their GPA. At the end of the semester that they are on probation and grades have posted, the program director will review the student's GPA. If the GPA is above a 3.5, the student will be taken off of academic probation. If it is still below a 3.5, the program coordinator and advisor will determine if the student has made adequate progress towards improving their GPA. If it is determined that the GPA is improving, the student will be placed on academic probation again and allowed to continue in the program. If adequate progress has not been made, the student will be dismissed from the program. Students cannot remain on academic probation for more than three consecutive semesters without being dismissed from the program.
2. Prior to the start of the third year in the program, students must pass a Comprehensive Assessment. The Comprehensive Assessment serves two overarching purposes: (a) to assess doctoral students’ content knowledge in the various areas of program coursework and (b) their readiness to move into the dissertation phase of the doctoral program.

**Course of Study**

**Academic Plan:**
EDDIL 80000 - Foundations of Research, Leadership, and Equity in Education

In this course, students explore the foundations of the three pillars of the EdD program: Research, Leadership, and Equity in Education. Students will be immersed in a variety of research studies drawing on the professional literature in education and associated fields to develop an understanding of diverse research traditions. The course explores research designs and processes in published studies for question posing and data collection, analysis, and interpretation from quantitative and qualitative perspectives. Research related to instructional leadership will be examined in an effort to develop an understanding of this field of study. The course introduces students to the key concepts necessary for engaging in research and leadership around diversity, equity, and social justice.

Hours 3  
Credits 3.0

EDF 80400 - Analysis of Major Issues in Contemporary Education Reform

After a brief review of the history of education reform efforts, we will study the major debates and policy initiatives that have shaped the contemporary structures of American public education. We will seek to understand what is at stake in these initiatives, the evidence behind their adoption and resistance to them.

Hours 3 hrs  
Credits 3 cr

EDF 80000 - Statistics for Applied Educational Research I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, statistical assumptions, t-tests, analysis of variance, correlation, and chi-squared.

prereq: SPED 80000  
Hours 3 hrs  
Credits 3 cr

EDF 80100 - Qualitative Methods in Educational Research

This graduate course introduces students to qualitative research within the field of education. The course provides an overview of the different approaches to qualitative research and specific strategies of data collection and analysis, their underlying assumptions and appropriateness for particular research questions, and authentic experience with qualitative research.

prereq: SPED 80000  
Hours 3 hrs  
Credits 3 cr

EDF 80200 - Quantitative Methods and Measurement
The purpose of this course is to increase students' understanding of quantitative research methods and design issues relevant to the pursuit of research in education, with a focus on correlational, experimental and quasi-experimental design.

prereq: EDF 80000
Credits 3 cr

**EDDIL 80100 - Leadership for Change**

In this course, students are introduced to the idea of non-positional leadership - that everyone has the responsibility and ability to lead change, regardless of one's formal position within the education landscape. They are then introduced to various theories/theoretical frameworks on the problems of change at the individual, group and system level, as well as to the notion of a theory-of-change, including how it differs from theory and its import in shaping and helping to ensure effectiveness of an educational change effort. Special attention is paid to the import of precise problem identification; the need for feedback loops to allow for ongoing adjustment of change designs in response to the unexpected; and to implementation challenges. Students apply their learning by analyzing existing educational change efforts and by designing and defending a theory-of-change that they could potentially implement to improve an identified problem of practice.

*Hours 3
Credits 3.0*

**EDDIL 80200 - Leading for Justice, Equity, Diversity, and Inclusion**

An important aspect of leadership in schools is being mindful of the identities, backgrounds, communities, and histories of the populations they serve. Even more important is an understanding of how the sociocultural contexts in which we all live result in systemic unequal distribution of power, privilege, and resources. This course will review key theoretical frameworks that attempt to describe the nature of schools, teaching and learning, and unequal student outcomes. The course will give participants the opportunity to consider the history and structure of schools from multiple perspectives by taking an intersectional approach. Participants will be expected to apply the NYSED Culturally Responsive and Sustaining Frameworks in their individual settings and propose research, policy or practice they are focused on Justice, Equity, Diversity and/or Inclusion.

*Hours 3
Credits 3.0*

**SPED 80200 - Enhancing Achievement through Family & Community Relationships**

This course examines the role of school, family and community in educational policy and practice. Students will read and critique a variety of theoretical frameworks about the intersection of home, school, and community; analyze current research on the impact of family and community engagement on student learning and school improvement; explore policies at local, state, and federal level.

*Hours 3.0
Credits 3.0*

**EDUC 80700 - Professional Communications for Educational Settings**

This course explores a range of educational and school-based writing genres and writing for a variety of audiences. Resources and practices related to developing and writing within a variety of genres from traditional print publications to new media outlets will be introduced, explored and, most importantly, enacted.
SPED 80100 - Research on Effective Practice and Curriculum for Students with Disabilities

This course provides the opportunity to consider disability in the context of schools and society—with view to engaging with, and critiquing, existing research in the fields of special education and disability studies in education (DSE). We will be mindful of how the disposition and paradigm of researchers influences all aspects of their work including: problems identified; questions asked; methods used; analysis employed; findings or results; interpretations, and: implications. This course focuses on the nature of evidence-based practice involving students with disabilities within specific contexts. The course is designed to provide a foundation for the course work, independent scholarship, and educational research that students will undertake in the process of completing the doctoral degree.

EDUC 80100 - Research on Effective Practice and Curriculum for Multilingual Learners

The focus of this course is on effective instruction and curriculum supporting the academic, social, and emotional development of multilingual learners (MLLs). Topics and assignments provide a direct connection of research on the development of languages and literacies, as well as a programming, and policy for MLLs in P-12 school contexts. Analysis of research on English as a New Language (ENL) education and bilingual education, including review of quantitative and qualitative studies of instruction and curriculum for MLLs will provide the foundation for foundation for the course content. This course will prepare doctoral students to critically evaluate educational research on ELLs, deeply understand the core components of quality instruction for ELLs in P-12 classrooms, and be able to clearly identify appropriate methods for addressing and improving instruction and curriculum for ELLs. Topics and assignments are designed to provide theory that directly connects to the design of instructional models of and curricula for ELL instruction, the course content. The course will also analyze the role of language and race-related ideologies on how bi-/multilingualism is framed and the consequences for how programs and policies are conceptualized and implemented. This course will prepare doctoral students to critically evaluate educational research on MLLs, deeply understand the core components of quality programming and instruction for MLLs in P-12 classrooms, and to clearly identify appropriate methods for addressing and improving instruction and curriculum for MLLs.

EDDIL 81000 - Leader Scholar Community Research Seminar

This is a seminar in which students, under the supervision of a faculty member, develop research expertise that is expected to lead to a specific project such as a dissertation, report, or publication. Assignments might include development of problem statement, literature review, or statement of implications for practice based on review of comparable work. This course may be taken up to six times for credit and may be taken more than one time in any given term.

This course is graded Pass/Fail.
EDF 83000 - Dissertation Proposal Seminar

This course is a seminar designed to provide students with a general overview of the structure and components of a dissertation proposal. It serves as common ground for all cohort members to prepare for highly individualized work with a dissertation advisor in subsequent semesters. Throughout this course, students will focus upon the following components: (1) the background of the problem to be investigated; (2) formulating a research question(s); (3) developing a theoretical framework; (4) conducting a literature review; (5) choosing research methods to collect data; (6) analyzing findings; and (7) generating implications. These elements will be taught in relation to a "traditional" five-chapter dissertation, along with variations and expansions of this structure. In addition, students will review and become certified in appropriate IRB requirements. A major goal of this seminar is to individualize support with view to preparing each student to develop a topic for approval that will continue to be worked upon with a dissertation advisor during the following semester.

Hours 3 hrs
Credits 3 cr

EDF 83100 - Dissertation Advisement

Dissertation Advisement is a customized course of study taken immediately after Dissertation Proposal Seminar. The purpose of this course is to provide individualized support to doctoral students as they design and carry out a dissertation that addresses an identified problem of practice. This course must be taken for at least two semesters and must be taken every semester until the dissertation has been successfully defended for a minimum of six credits.

Any student who receives a grade of F must obtain permission from the program leader to repeat the course. This course may only be repeated once and only one failing grade is allowed in the course.

prereq: EDF 83000
Hours 2 or 3
Credits 2.0 or 3.0

Electives

Students must take at least 12 credits of electives from this list. Other elective options may be taken in lieu of these courses with permission from the program director.

EDUC 80500 - Research on Effective Practice and Curriculum (REPAC) in Literacy

This course examines current research in literacy curriculum and its implementation. A host of theoretical approaches to the teaching of literacy and language development will be addressed and critiqued. Particular attention will be paid to research on literacy instruction and interventions that serve the needs of diverse students in urban schools.

prereq: SPED 80000 Intro to Doc Seminar
Hours 3.0
Credits 3.0

EDUC 80300 - Research on Effective Practice and Curriculum in Math
The course will examine the current research on effective mathematical teaching, assessment practices, student learning, and curriculum design. Students will synthesize research and engage in research explorations focused on problems of practice.

Hours 3 hrs  
Credits 3 cr

**ECC 80100 - Research and Practice in Early Childhood Education**

Overview of the historical and social influences on early childhood research and practice. Candidates will gain a comprehensive understanding of the significant policy, programmatic and pedagogical factors affecting the formal, symbolic and societal curricula, within and across early childhood education and care settings.

Hours 3 hrs  
Credits 3 cr

**EDUC 80400 - Research on Effective Practice and Curriculum in Arts and Humanities**

This course examines current research in Arts and Humanities curriculum and its implementation. It addresses a host of theoretical and policy-oriented approaches to the teaching and learning of the arts and humanities. Particular attention will be paid to research on arts and humanities instruction and interventions that serve the needs of diverse students in urban schools.

Hours 3 hrs  
Credits 3 cr

**EDUC 80600 - Effective Professional Development of Teachers**

In-depth study of research and practice in professional development for educators. Students will explore the literature about effective methods, contexts, and delivery of coaching, mentoring, and professional learning for teachers and other educators. Focus on understanding the strengths and weaknesses of different approaches to professional development, and on learning how to assess the appropriateness of a professional development strategy with respect to content and the teacher population to be served.

Hours 3 hrs  
Credits 3 cr

**EDF 80300 - Statistics for Applied Educational Research II**

This course builds on knowledge of basic statistics, focusing on multiple regression and analysis of covariance for statistical analysis of continuous and categorical independent variables. Data exploration and assumptions are discussed in detail. Computer software for analysis of quantitative data is introduced.

*prereq: EDF 80000 Statistics for Applied Educational Research I*  
Hours 3.0  
Credits 3.0

**EDUC 80800 - Action Research**
The purpose of this course is to explore various aspects of a movement in education and educational research in which educators (e.g., P-12 teachers, school administrators, etc.) actively participate in making change in their practice through conducting systematic inquiry and research. The course will provide a broad overview of the epistemological, political, and methodological issues associated with the idea of practitioner research.

prereq or coreq: EDS 80300 Qualitative Research Methods

EDUC 80900 - Case Studies in Education: Institutions, Schools, Programs, Classrooms, and Individuals.

This course examines case study as a research design in educational contexts. The unit of study can include institutions, schools, programs, and individuals. A variety of topics will be explored, including becoming familiar with types of case studies, conceptualizing case study research, creating research questions, generating data, use of analytic methods, and application of case study findings to leadership and practice. In addition, the course will feature related, sometimes overlapping, methodological approaches such as portraiture and narratives. The course engages students in substantial study and critique of current and "classic" cases in educational research based on candidates' fields of interest. Particular attention will be paid to ethical considerations in conducting case study research in urban schools and communities.

EDF 81000 - Mind, Brain, and Education

This course provides students with knowledge from the neuro and cognitive sciences that can be applied in practice. This course begins with an introduction to mapping the physical features of the brain before leading into contemporary research on "brain-based" research and educational curricula and programs. Students will engage in examining research and separate "nureomyth" from "neuroscience" in order to be informed by new knowledge from the science of learning.

EDDIL 82000 - Doctoral Directed Readings

Directed Readings involve an in-depth study of some area of research, theory, or research methodology that is of special interest to a student (or small group of students) in the EdD program but for which there is no formal course within the program. The directed reading is done under the supervision of a full-time faculty member. When requesting a directed reading, students should collaborate with the intended instructor to create and agree upon a written proposal for the course (including a list of readings and at least one written assignment) Once the proposal is agreed upon by student and instructor, the Program Director of the EdD program must provide approval as well.

prereq: Permission EdD program director required.

Directed Readings may be taken for variable credits (1-3 at a time) and may be taken for up to a total of 6 credits.

Exit Standards
1. An overall GPA of at least 3.5.
2. Completion of Dissertation approved by the Dissertation Committee and an oral defense is the final requirement before the degree is conferred.

Adolescent Chinese - MA

The master's degree program (Academic Plan: CHINAE-MA) prepares candidates to teach Chinese in grades 7-12 to students of diverse backgrounds, abilities and interests. This program is not designed for individuals who already have NYS certification in Chinese 7-12.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 and a major in Chinese with a GPA of at least 3.0, including a minimum of 18 credits in Chinese literature above the intermediate level and oral proficiency at the advanced low level of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI);

OR

Applicants who do not have a Chinese major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits can take two exams to meet the Chinese coursework requirement: the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT) administered by American Council on the Teaching of Foreign Language (ACTFL). Candidates must achieve a minimum score of advanced-low on each to meet the admission requirement and must achieve a passing score on the on-site written test in Chinese/English about Chinese literature.

PLUS (for ALL applicants)

2. A general education core in the liberal arts and science to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references.
4. A personal statement.
5. An interview conducted in Chinese/English with program adviser.
6. An on-site English writing sample.
7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
Students who receive a grade of F or WU in key program courses may not continue in the program.

Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

CHINA-MA

Total Credits

37-38

Education Courses

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*
SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

Hours 30 hrs, plus lab,
Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

Hours 45
Credits 3
CHND 71200 - Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Chinese, Grades 7-12

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.

prereq or coreq: SEDF 70400 or permission of the adviser
Credits 3

CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12

This course aims to familiarize prospective school teachers, grades 7-12 with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser
Hours 30 hrs plus 36 hrs fieldwork
Credits 2
- Take either -

CHND 73100 - Student Teaching in Chinese, Grades 7-12

Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser
Hours 60 days, 30 hrs seminar plus workshops and conferences,
Credits 5
- Or -

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take CHND 74110 must also take CHND 74120.

prereq or coreq: CHND 71200 or permission of the adviser.
**CHND 74120 - Practicum in Chinese, Grades 10-12**

Supervised practicum for teachers of Chinese in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74120** must also take CHND 74110

*prereq or coreq: CHND 71200 or permission of the adviser.

**Chinese Courses**

**CHIN 70100 - Chinese Phonology and Romanization**

This course will introduce Chinese phonetics, phonology, and the major sound transcription systems commonly used in teaching Chinese as a foreign language and found in Chinese dictionaries. Emphasis will be on acquiring accurate tones and standard pronunciation for English-speaking learners as well as learners who speak a Chinese dialect at home.

**Hours 3**

**Credits 3**

**CHIN 70300 - Chinese Orthography and Lexicology**

This course will give an overview of the development of Chinese orthography and Chinese lexicology. Differences between the spoken and written styles will be discussed. The relationship of formation methods of the Chinese lexicon to syntactic functions and the process of character-based meaning derivation will be emphasized.

**Hours 3**

**Credits 3**

**CHIN 70200 - Modern Chinese Pedagogical Grammar**

This course will introduce the grammatical system of modern Mandarin Chinese, including the characteristics of grammatical morphemes, word order, and sentence and discourse structures. The content will highlight difficulties for native speakers of English and helping them to overcome these difficulties effectively. The course will discuss pedagogical issues concerning grammar instruction such as how it differs from syntax; what grammar points need to be taught at each level; and the methods of teaching grammar.

**Hours 3**

**Credits 3**
- Advanced Language and Culture Training (may choose 1 or more) -

**CHIN 70500 - Topics in Advanced Conversation**

This course will give students advanced language training in speaking in a wide range of topics as well as specialized vocabulary needed to discuss Chinese instruction in Chinese. Students will further practice speaking skills to achieve advanced-mid or advanced-high oral proficiency according to the ACTFL (American Council for Teachers of Foreign Languages) scale. Authentic materials will be used throughout the course.

*Hours 3  
Credits 3*

**CHIN 70600 - Topics in Advanced Writing**

This course will give students advanced language training in writing Chinese in everyday life situations as well as a Chinese language teaching professional with writing samples. Students will further practice writing skills to achieve advanced-low proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

*Hours 3  
Credits 3*

**CHIN 70700 - Topics in Advanced Reading**

This course will give students advanced language training in reading Chinese. Students will further practice reading skills to achieve advanced-mid or advanced-high proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

*Hours 3  
Credits 3*

**CHIN 70800 - Topics in Chinese Culture and Society**

This course will give students advanced language training in topics related to Chinese culture and society. Students will learn topics concerning Chinese culture and society in traditional and contemporary China. Authentic writing tasks and materials will be used throughout the course.

*Hours 3  
Credits 3*

**CHIN 70900 - Independent Study**

Students will carry out an independent project approved by their faculty advisor and chairperson and supervised by a staff member.
Notes:
1. Students who enter with initial or professional certification in adolescent education in another area will not be required to take any SEDC or SEDF courses. They will be required to take all CHIN and CHND courses in the program.
2. The minimum number of credits for the degree for students who enter with certification in adolescent education is 24 credits. Please see your administrative advisor to clarify the degree requirements for the adolescent Chinese education program.
3. Students without certification may be exempted from up to 6 credits based on prior equivalent coursework.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Mathematics - MA

This master's degree program provides advanced coursework in methods of teaching mathematics to those who already have NYS initial certification in Mathematics 7-12, or teachers who hold professional or permanent certification seeking to further their knowledge/skills, and gain additional graduate credits.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0
2. New York State Certification in Mathematics Grades 7-12.
3. Students must have at least 24 undergraduate credits in mathematics with a B average, including courses in Calculus and Linear Algebra.
4. Students with a master's degree in mathematics or mathematics education must have a GPA of at least 3.0 in their graduate courses, with a B average in mathematics courses.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
○ Students who receive a grade of F or WU in key program courses may not continue in the program.

○ Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan: MATHAE-MA

Total Credits: 30

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

Hours 45 hrs.
Credits 3

SEDC 73000 - Development of Mathematical Thinking: Implications For Teaching and Learning Mathematics in Grades 7 to 12

A course exploring the role of the teacher in developing mathematical reasoning ability in students. What are the possibilities and limitations? A research-based approach to the problem of providing a solid mathematics education for all students.

SEDC 73100 - Seminar in Mathematics Curriculum, Grades 7-12

A study of the current Standards-Based Mathematics Curriculum from an historical perspective.

SEDC 73200 - Research Seminar in Mathematics Education, Grades 7-12

A course in which students will study the research relative to the mathematics curriculum and complete a research project in a field of mathematics education of their choice.

MATH 62000 - Secondary School Mathematics from an Advanced Perspective I

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

prereq: Calculus II and a course in linear or matrix algebra
Hours 3 hrs
Credits 3 cr
Open only to Teacher Education Program students.

MATH 62300 - Theory of Numbers
Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

**prereq:** a course in linear algebra  
**Hours** 3 hrs  
**Credits** 3 cr

**MATH 63000 - Secondary School Mathematics from an Advanced Perspective II**

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

**Hours** 3 hrs.  
**Credits** 3 cr.  
Open only to Teacher Education Program students.

**STAT 61400 - Data Analysis Using Statistical Software**

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

**prereq:** STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.  
**Hours** 3 hrs.  
**Credits** 3 cr.

- Electives (Choose 2): Any MATH or STAT 600 or 700 Level Course (6 cr)

**Exit Requirements**

1. An overall GPA of 3.0.  
2. Maintain a valid and appropriate NYS certification.  
3. Complete the Dignity for All Students Act (DASA) workshop.

**Dance Education - MA**

This graduate program (Academic Plan: DANCED-MA) prepares candidates to teach Dance PreK - Grade 12 to students of diverse backgrounds, abilities and interests. The curriculum is enriched by repertory classes with New York City-based choreographers, international performance opportunities and internships at various venues.

This program offers three tracks (or subplans):

- TRACK 1 (Subplan: DANEDLNYSC) is for those with at least 34 credits in Dance but who do not have NYS certification in Dance.  
- TRACK 2 (Subplan: DANEDANYS) is for those with initial NYS certification in Dance Education.  
- TRACK 3 (Subplan: DANEDANYS) is for those with at least 34 credits in Dance and have initial NYS certification in a subject area other than Dance.

**Admission Requirements**
Applicants must be admitted by both the School of Education and the Dance Department.

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 34 credits in dance with a GPA of at least 3.0 in dance.
3. **Track 1 Only:** General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

   **Track 2 Only:** NYS certification in Dance Education.

   **Track 3 Only:** NYS certification in a subject area other than Dance Education.
4. Applicants also need to submit a DVD or link to up to three clips of their creative work - between 5 and 15 minutes in total and a curriculum vitae.
5. A 3 credit course in special education that focuses on supporting students with disabilities in the general education classroom. Students without this course may be admitted conditionally and must take SPED 70800 in addition to other degree requirements.
6. Two professional references.
7. A personal statement.
8. An audition and interview.
9. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plan**

**DANCED-MA**

**Subplans**

- **Track 1:** DANEDLNYSC
- **Track 2:** DANEDANYSC
- **Track 3:** DANEDANYSM

**Total Credits**

- Track 1: 49
- Track 2: 30
Courses for All Tracks

DAN 70100 - Graduate Dance Technique

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography. May be taken more than once for credit; required 3 times for MA, 2 times for BA/MA, 4 times for the MFA.

*prereq: Admission to graduate dance program
Hours 3 hrs.
Credits 2 cr.*

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

*prereq or coreq: DAN 35000 or equivalent course and/or related professional background
Hours 3
Credits 3*

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

*prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3
This course is repeatable once for credit.*

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

*prereq: Acceptance into one of the graduate dance programs: BA/MA
Hours 3*
Credits 1
This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3
Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3
Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3
Credits 3

Can be repeated for credit with different content areas

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).
DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000
Credits 3

Additional Courses for Track 1

DANED 76605 - Student Teaching (KC)

Teacher candidates complete a total of 60 days of student teaching (30 days of student teaching at grades pre-K-5 and 30 days at grades 6-12) under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty 4 times during their student teaching experience. All student teachers are required to participate in a seminar class meeting 1 hour per week for 15 weeks. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200
Hours 60 days plus 15 hrs seminar
Credits 5
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr
SED 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

Hours 45 hrs,
Credits 3 cr

SED 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

SED 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SED 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr
SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or AR TED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

Additional Course for Track 2

DANED 76400 - Practicum (KC)

Students with initial state certification in dance complete a semester of Practicum in their current full-time dance teaching situation or in assigned schools under the supervision of a Hunter College faculty member. Practicum teachers will assume all responsibility for classroom instruction and management and will be observed by Hunter faculty 4 times during the course of the semester. All Practicum students are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: DANED 76000, DANED 76200
Hours 2 hrs plus 15 hrs seminar required
Credits 2
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Additional Course for Track 3

DANED 76602 - Student Teaching (KC)

Teacher candidates complete a total of 20 days of student teaching under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty twice during the course of their student teaching experience. All student teachers are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200
Hours 20 days plus 15 hrs seminar
Credits 2
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Successful completion of an online Dance Education Professional Teaching Portfolio (PTP).
3. Participation in a final performance event as a performer, choreographer, or technical production crew member.
4. Completion of the DASA workshop.
5. Tracks 2 and 3 must have valid and appropriate NYS certification.

Educational Psychology - MA

This program (Academic Plan: EDPSYCH-MA) provides a foundation of research, measurement, assessment, program evaluation and applied statistics for educational settings and related fields through two concentrations of study:

1. General Educational Psychology; and
2. Assessment, Research and Evaluation.

It is designed for students with no prior experience in education as well as those who have a background in education and want to expand their skills and knowledge. Students in this program may use the degree as a bridge to a doctoral program in Educational Psychology or a related discipline; or to prepare professional careers in program evaluation; institutional research; assessment-measurement and testing; and instruction an curriculum development in public and private institutions.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 2.8. Students who do not meet the minimum GPA requirement may submit scores on the general aptitude test of the Graduate Record Examination (GRE) to serve as evidence of their ability to complete graduate-level work.
2. On-site interview.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.
Course of Study

Academic Plan

EDPSYCH-MA

Total Credits

31 - 32

Core Courses
All students are required to take 4 core courses and a proseminar.

EDPS 70000 - Educational Psychology Proseminar

This proseminar consists of workshops, discussions and presentations on topics orienting students to the field of educational psychology and introducing them to the research interests of faculty members.

Credits: none

EDPS 70100 - Statistics and Statistical Computing in Education I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

Hours 60
Credits 4

EDPS 70200 - Educational Research Methods

This course is to increase students' understanding of the nature, purposes, needs, and types of research conducted by educational researchers and psychologists. Students will learn a range of research designs and methods, and their applications to education-related settings and issues.

Hours 60
Credits 4

EDPS 70300 - Learning and Behavior Theories

This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

Hours 60
Credits 4
Required Course CORE for Concentration I

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200
coreq: EDPS 70300
Hours 60
Credits 4

- or -

Required Course CORE for Concentration II

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200
Hours 60
Credits 4

Concentration Area Courses
Students should select at least 2 courses in their concentration area; a third course can be counted toward the elective course requirement.

Concentration I: General Educational Psychology

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200
Hours 3
Credits 3

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.
EDPS 71400 - Course Title Applied Motivation Theory in Education

The goal of this graduate course is to review the major questions, methods, and theories of motivation in educational psychology—both past and present. A historical perspective is provided as a foundation for understanding the evolution and development of various theories of motivation in educational and psychology, which shape current thinking and research in the field. Furthermore, contemporary methods, research, and theory will be provided. Implications for practice will be discussed.

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100
coreq: EDPS 70200

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

EDPS 72500 - Assessment in Schools

The goal of this graduate course is to introduce students to the field of educational assessment taken broadly, with a focus on how academic assessments are used in prek-16 education within the US and internationally in the 21st century. Students will become familiar with theory, research, and practice in the areas of classroom assessment, assessment of teacher quality, and assessment of large educational systems. Students will acquire the knowledge and skills to critique assessment policies in terms of implementation, ethics, and impacts.
Elective Courses in Educational Psychology
Elective Courses (thesis students are required to select 1 elective course, while non-thesis students are required to select 2 elective courses).

CEDF 71300 - Child and Adolescent Development
This course will provide a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and their potential impact on student behavior and learning in the classroom.

Hours 3 hrs
Credits 3 cr

CEDF 71700 - Independent Study in Educational Foundations
Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 1
permission of faculty adviser and chairperson required

CEDF 71800 - Independent Study in Educational Foundations
Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 2
permission of faculty adviser and chairperson required

CEDF 71900 - Independent Study in Educational Foundations
Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

Credits 3
permission of faculty adviser and chairperson required

EDPS 74100 - Mediating Factors in Student Achievement
This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

prereq: EDPS 70300
Hours 60
Credits 4

EDPS 74200 - Qualitative Research Methods in Education
This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

**EDPS 74300 - Special Topics in Educational Psychology**

This course will examine current research regarding a selected topic within the field of educational psychology; topics and readings will vary by semester.

*prereq: EDPS 70100, EDPS 70200, EDPS 70300*

**EDPS 79000 - Educational Psychology Seminar**

This is semester 1 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

*prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100*

**EDPS 79100 - Educational Psychology Seminar 2**

This is semester 2 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

*prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79000, and either EDPS 72100 or EDPS 71100*
EDPS 79500 - Educational Psychology Thesis Research 1

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100

Hours 3
Credits 3

- And -

EDPS 79600 - Educational Psychology Thesis Research 2

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79500, and either EDPS 72100 or EDPS 71100

Hours 3
Credits 3

Students electing Thesis Research will prepare a report of a research investigation in which they design and execute an empirical study under the supervision of a faculty advisor. Students electing the non-thesis option will enroll in a seminar course (EDPS 79000) in which they prepare a scholarly publishable-quality review of the research literature on a topic approved by the faculty.

Exit Requirements

1. An overall GPA of 3.0.
2. Complete Culminating Experience.

Music Education PreK-12 - MA

The School of Education offers a program (Academic Plan: MUSPK12-MA) to prepare candidates to teach Music PreK - Grade 12 to students of diverse backgrounds, abilities and interests. The Music Education programs are run jointly by the Music Department and by the School of Education.

Track 1: Those who do not have NYS certification in Music.
Track 2: Those who have initial NYS certification in Music.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A major in music or music education (with a minimum of 24 credits in music) or the equivalent. Consult with the Department of Music for specifics.

3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

4. A 3 credit course in special education that focuses on supporting students with disabilities in the general education classroom. Students without this course may be admitted conditionally and must take SPED 70800 in addition to other degree requirements.

5. Two professional references.

6. A personal statement.

7. An audition and interview.

8. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

9. **Program 2 only**: NYS certification in Music PreK-12

See http://www.hunter.cuny.edu/music/grad-students/admissions/music-ed for more details on admissions and registering for an audition.

**Progress Standards**

1. **Minimum GPA for Retention** - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. **No F in the first two semesters** — students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. **Progress holds due to Incomplete Grades** - Students with two or more INCs will not be allowed to register for any courses.

4. **Key Course Performance Standards**
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plan**

**MUSPK12-MA**

**Total Credits**

**Track 1**: 39-46
**Track 2**: 30

**Program 1**

For students with no NYS certification

**SEDF 70300 - Social Foundations of Adolescent Education**
Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,  
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400  
Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500  
coreq: One of the following must be a Co-req:*

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab,  
Credits 2 cr*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**
Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308  
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100  
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900  
Hours 45  
Credits 3

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,*  
*Credits 3 cr*

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,*  
*Credits 1 cr*

**MUSED 67700 - Methods of Teaching Instrumental Music in Grades Pre-K-12**

Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

*prereq or coreq: SEDF 70400  
Hours 3 hrs plus 18 hrs of fieldwork  
Credits 2 cr*

**MUSED 67800 - Methods of Teaching Vocal and General Music in Grades Pre-K-12**

Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.
prereq: MUSED 67700
prereq or coreq: SEDF 70500
Hours 3 hrs plus 18 hrs fieldwork,
Credits 2 cr

- Take either -

SEDC 75600 - Student Teaching in Music, Pre-K–12 (KC)

Teacher candidates complete 30 days of student teaching at grades Pre-K–6 and 30 days at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: MUSED 67800
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

SEDC 77610 - Practicum in Music, Grades Pre-K–6 (KC)

Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77620.

prereq: MUSED 67800
Hours 30 hrs plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

SEDC 77620 - Practicum in Music, Grades 7–12 (KC)

Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77610.
prereq: MUSED 67800

Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Music Courses

**MUS 64100 - Strings**

Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral and chamber music; thorough review of basic string technique.

*Hours 1.5 hrs*
*Credits 1 cr*

**MUS 64300 - Woodwinds**

Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

*Hours 1.5 hrs*
*Credits 1 cr*

**MUS 64500 - Brass**

Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

*Hours 1.5 hrs*
*Credits 1 cr*

**MUS 64700 - Percussion Skills**

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

*Hours 1.5 hrs*
*Credits 1 cr*

**MUS 64900 - Piano Skills for Music Teachers**

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

**MUS 65100 - Conducting**
The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses

**Hours 3 hrs**
**Credits 3 cr**

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

**Hours 3 hrs**
**Credits 3 cr.**

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

**Hours 3 hrs**
**Credits 3 cr**

**MUS 77900 - World Music Education**

Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to pre-K-12 students.

**Hours 3 hrs**
**Credits 3 cr**

- **Music electives:** Courses chosen in consultation with graduate adviser (3 cr)

* Students who have studied these subjects at the undergraduate level may be exempted from these requirements.

**Please note that students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test competence in music theory, music history and literature, and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

**Program 2**

For students who have NYS certification in Music PreK-12
**MUSED 67700 - Methods of Teaching Instrumental Music in Grades Pre-K-12**

Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

*prereq or coreq: SEDF 70400*
*Hours 3 hrs plus 18 hrs of fieldwork*
*Credits 2 cr*

**MUSED 67800 - Methods of Teaching Vocal and General Music in Grades Pre-K-12**

Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.

*prereq: MUSED 67700*
*prereq or coreq: SEDF 70500*
*Hours 3 hrs plus 18 hrs fieldwork,*
*Credits 2 cr*

- Take either -

**SEDC 77610 - Practicum in Music, Grades Pre-K–6 (KC)**

Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77620.

*prereq: MUSED 67800*
*Hours 30 hrs plus conferences,*
*Credits 2 cr*
*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

- Or -

**SEDC 77620 - Practicum in Music, Grades 7–12 (KC)**

Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77610.
prereq: MUSED 67800
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Music Courses

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr

MUS 77900 - World Music Education

Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to pre-K-12 students.

Hours 3 hrs
Credits 3 cr
MUS 79200 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

 prerequisite: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.

Hours 2 hrs
Credits 2 cr
May be taken 4 times for credit. 8 cr maximum

Take 4 credits from the following, in consultation with the Director of Music Education

- 3 Music Elective Credits

MUS 64100 - Strings

Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral and chamber music; thorough review of basic string technique.

Hours 1.5 hrs
Credits 1 cr

MUS 64300 - Woodwinds

Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64500 - Brass

Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.
MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

MUS 68100 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

_Hours 1 hr_  
_Credits 1 cr_

MUS 68200 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

_Hours 1 hr_  
_Credits 1 cr_

MUS 68300 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

_Hours 1 hr_  
_Credits 1 cr_

MUS 68400 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

_Hours 1 hr_  
_Credits 1 cr_

MUS 71000 - Hunter Symphony

Rehearsal and performance of orchestral works.

_prereq: audition and perm instr._  
_Hours 2 hrs_  
_Credits 1 cr_  
_May be taken four times for credit._

MUS 71100 - Hunter College Choir

Rehearsal and public performance of major choral Works.

_Hours 2 hrs_  
_Credits 1 cr_  
_May be taken four times for credit._
MUS 71300 - Chamber Music

Rehearsal and public performance of instrumental chamber works.

_Hours 2 hrs_  
_Credits 1 cr_  
_May be taken four times for credit._

MUS 71400 - Collegium Musicum

Study and public performance of chamber chorus works from the medieval, Renaissance, and Baroque periods.

_prereq: audition and perm instr._  
_Hours 2 hrs_  
_Credits 1 cr_  
_May be taken four times for credit._

MUS 71500 - Jazz Ensemble

Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz and musical comedy. One public performance per semester.

_Hours 2 hrs_  
_Credits 1 cr_  
_May be taken four times for credit._

MUS 71600 - Jazz Vocal Workshop Ensemble

Open to all vocalists and rhythm section instrumentalists by audition. Jazz performance and improvisation. One public performance per semester.

_Hours 2 hrs_  
_Credits 1 cr_  
_May be taken four times for credit._

Exit Requirements

1. An overall GPA of 3.0
2. Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. A project involving research is required of each student in the teacher education program. On completion of the courses of study and after approval of the project by the Graduate Faculty Committee, a candidate will be examined orally on the topic of the project and related issues. Students may register for independent study (MUS 79100 or MUS 79200) if they wish to receive credit toward the MA degree for work done in fulfilling the TEP Project.
4. Complete the Dignity for All Students Act (DASA) workshop.

TESOL Adult Track - MA
The TESOL Adult Track (Academic Plan: TESOL-MA | Subplan TESOLADUNC) prepares students to teach adults in college, continuing education, literacy, business, private, and other community, academic and professional programs in the United States or abroad. It does not prepare teachers for New York State certification to teach in the public schools.

Links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter.

Admission Requirements

1. Bachelor's degree with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. 12 credits in foreign language documented on a transcript or equivalent credits on a standardized proficiency test such as the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language.
3. Two letters of recommendation.
4. A personal statement.
5. Satisfactory communication skills. (An oral interview and on-site writing sample may be required to provide additional evidence of communication skills).

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

TESOL-MA

Subplan

TESOLADUNC

Total Credits

34

EDESL 78200 - TESOL Methods for Adult Education (KC)
A treatment of effective TESOL practices, classroom management, and learning environments appropriate to the adult classroom. Twenty-five hours of field experience/observation is a part of this course.

**Hours 45 hrs**
**Credits 3 cr**
*Required of students in the Adult Program and an elective for students in the Pre-K–12 Programs One and Two who have been waived from a required course.*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**LING 70300 - Analysis and Structure of English I**

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 15 hours of field experience.

*prereq or coreq: EDESL 78300*
**Hours 3 hrs**
**Credits 3 cr**

**LING 70400 - Analysis and Structure of English 2**

The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 10 hours of field experience.

*prereq: EDESL 78300, LING 70300*
**Hours 3 hrs**
**Credits 3 cr**

**EDESL 78100 - Curriculum and Materials in Adult TESOL (KC)**

Overview of the various curriculum and materials options for learning ESL/EFL (listening and an oral comprehension, speaking and conversation, reading and vocabulary building, writing and composing, textbook series for children and adults, dictionaries, computer-assisted learning materials, video programs and others). Attention is given to classroom management tasks, setting up and exploiting various learning environments, and general literacy concerns.

*prereq or coreq: EDESL 78200*
**Hours 3 hrs**
**Credits 3 cr**

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*
EDESL 77500 - Socio-Cultural Aspects of Language

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

*Hours 3 hrs
*Credits 3 cr

LING 77300 - Instructed Second Language Acquisition (KC)

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

*prereq or coreq: EDESL 78300; LING 70300
*Hours 3 hrs
*Credits 3 cr

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

EDESL 74100 - Teaching ESL Oral Skills

This course will begin by addressing theory and practice of both the acquisition and teaching of oral and listening skills in adult ESL. It will then focus on how oral and listening skills can be taught to adults from diverse cultural and linguistic backgrounds, addressing cognitive, emotional, social, and personal differences among students.

*prereq: EDESL 70200, EDESL 70300
*Hours 3 hrs
*Credits 3 cr

EDESL 74200 - Teaching ESL Reading and Writing

The course will cover theories of reading and writing, as well as focus on the teaching methods and practices that grow out of them. The primary focus of the course will be the process of learning about how L2 literacy skills are acquired.

*prereq: EDESL 70200, EDESL 70300
*Hours 3 hrs
*Credits 3 cr

EDESL 74300 - Language Assessment for Adult ESL Classrooms

This course introduces students to relevant theory and current practice in the area of language assessment and integrates the two in order to provide students with both conceptual understanding and practical experience with language assessment. The course will examine key concepts and current debates, including validity, reliability and the ethics of high-stakes testing.

*prereq: EDESL 702 and EDESL 703
EDESL 79800 - Student Teaching in Academic ESL

Hours 3 hrs
Credits 3 cr

EDESL 79900 - Adult Fieldwork / Practicum (KC)

Hours 60 hrs fieldwork
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Three credits of electives from the list below:

EDESL 70100 - Selected Topics in TESOL

EDESL 701-704 Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 1 cr

EDESL 70200 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 2 cr

EDESL 70300 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 3 cr
EDESL 70400 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 4 cr

EDESL 78000 - Seminar in Educational Research (Master's Essay)

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination.

This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

prereq: completion of 24 credits and permission of TESOL adviser
Credits 3 cr (year-long)
Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter grade upon satisfactory completion of all course requirements.

Exit Requirements

1. An overall GPA of 3.0.
2. Electronic Portfolio Evaluation.

TESOL PreK-12 - MA

Program Coordinator

Tim Farnsworth
1013 West Building
(212) 650-3376
tfarnswo@hunter.cuny.edu

The TESOL PreK-12 program (Academic Plan: TESOL-MA) is designed to educate people who wish to teach students for whom English is a second or foreign language in a school setting. The skill of teaching English to speakers of other languages is acquired through studying specialized methods and techniques that differ from those used by teachers of English to native speakers. This preparation is the focus of the programs in TESOL.

In these programs, links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter. All fieldwork experience must be done in New York City public schools.

TESOL-MA has two tracks (or subplans). Track 1 (Subplan: TESOLLNYSC) is for applicants with no prior NYS certificate. Track 2 (Subplan: TESOLANYSC) is for applicants who have prior NYS certificate.

Admission Requirements
Track 1

Applicants who do not hold NYS Certification

1. Bachelor's degree with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. A liberal arts of sciences major or interdisciplinary concentration of at least 30 credits.
3. A general education core in liberal arts and sciences to include: 12 credits in foreign language documented on a transcript or equivalent credits on a standardized proficiency test such as the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language; 9 credits in communication and English with at least one course in written analysis and expression and once course in English literature; 9 credits in science and mathematics, with at least one course in math one course in science (a college course in calculus satisfies 6 credits of this requirement); 6 credits in social studies (to include at least one course in history or geography); 3 credits in the arts; 3 credits in information retrieval (library studies, research, computer literacy or educational technology).
4. Satisfactory communication skills. (An oral interview and on-site writing sample may be required to provide additional evidence of communication skills, depending on the applicant's academic record and language proficiency as reflected in the application).
5. Two letters of recommendation.
6. A personal statement.

Track 2

Applicants who hold NYS Certification

1. Bachelor's degree with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. 12 credits in foreign language documented on a transcript or equivalent credits on a standardized proficiency test such as the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language.
3. NYS teacher certification in subject areas other than TESOL (specifically early childhood, childhood, middle childhood, or adolescent education; special subjects; students with disabilities; or literacy).
4. Satisfactory communication skills. (An oral interview and on-site writing sample may be required to provide additional evidence of communication skills, depending on the applicant's academic record and language proficiency as reflected in the application).
5. Two letters of recommendation.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.
Course of Study

Academic Plan

TESOL-MA

Subplans

- Track 1: TESOLLNYSC
- Track 2: TESOLANYSC

Total Credits

- TESOLLNYSC: 30-42 (Note: Students may be exempted for up to nine credits (12 credits for those completing EDESL 780))
- TESOLANYSC: 30-36 (Note: Students may be exempted up to three credits (6 credits for those completing EDESL 780))

Courses for Track 1

Track 1 (Subplan: TESOLLNYSC)

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

**CEDF 713 - CEDF 71300 - Child and Adolescence Development**

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

*Hours 3 hrs
Credits 3 cr*

**EDESL 77500 - Socio-Cultural Aspects of Language**

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

*Hours 3 hrs
Credits 3 cr*

**EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)**
PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

Hours 3  
Credits 3  
Required for students in Program Two and Program Three (Adult Program).

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.  
This course requires 30 hours of field experiences.

prereq: LING 70300, EDESL 78300 or permission of TESOL adviser  
Hours 3 hrs  
Credits 3 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

EDESL 79100 - Language Assessment in TESOL

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

prereq: LING 70300, EDESL 78300  
prereq or coreq: LING 77300, LING 70400  
Hours 45 hrs,  
Credits 3 cr

EDESL 79200 - Second Language Literacy and Technology

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

prereq: LING 70300; LING 77300; EDESL 78300  
Hours 3 hrs  
Credits 3 cr

Required of students in both Pre-K–12 Programs One and Two; elective for students in the Adult Program.
LING 70300 - Analysis and Structure of English I

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 15 hours of field experience.

prereq or coreq: EDESL 78300
Hours 3 hrs
Credits 3 cr

LING 70400 - Analysis and Structure of English 2

The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 10 hours of field experience.

prereq: EDESL 78300, LING 70300
Hours 3 hrs
Credits 3 cr

LING 77300 - Instructed Second Language Acquisition (KC)

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

prereq or coreq: EDESL 78300; LING 70300
Hours 3 hrs
Credits 3 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC
EDESL 75200 - Supervised Teaching 1 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.

**prereq:** Completion of 24 credits or permission of TESOL adviser

**Hours** 3 hrs

**Credits** 3 cr

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

- And -

EDESL 75300 - Supervised Teaching 2 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

**prereq:** EDESL 75200

**Hours** 3 hrs

**Credits** 3 cr

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

- And one of the following -

EDESL 78000 - Seminar in Educational Research (Master's Essay)

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination.

This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

**prereq:** completion of 24 credits and permission of TESOL adviser

**Credits** 3 cr (year-long)
Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter grade upon satisfactory completion of all course requirements.

or Electronic Portfolio Evaluation

Courses for Track 2

Track 2 (Subplan: TESOLANYSC)

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork  
Credits 3 cr*

**EDESL 77500 - Socio-Cultural Aspects of Language**

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

*Hours 3 hrs  
Credits 3 cr*

**EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)**

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

*Hours 3  
Credits 3  
Required for students in Program Two and Program Three (Adult Program).*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)**

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.  
This course requires 30 hours of field experiences.
prereq: LING 70300, EDESL 78300 or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 79100 - Language Assessment in TESOL

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

prereq: LING 70300, EDESL 78300
prereq or coreq: LING 77300, LING 70400
Hours 45 hrs,
Credits 3 cr

EDESL 79200 - Second Language Literacy and Technology

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

prereq: LING 70300; LING 77300; EDESL 78300
Hours 3 hrs
Credits 3 cr
Required of students in both Pre- K–12 Programs One and Two; elective for students in the Adult Program.

LING 70300 - Analysis and Structure of English I

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 15 hours of field experience.

prereq or coreq: EDESL 78300
Hours 3 hrs
Credits 3 cr

LING 70400 - Analysis and Structure of English 2

The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 10 hours of field experience.

prereq: EDESL 78300, LING 70300
**LING 77300 - Instructed Second Language Acquisition (KC)**

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

*prereq or coreq: EDESL 78300; LING 70300*

**EDESL 75200 - Supervised Teaching 1 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.

*prereq: Completion of 24 credits or permission of TESOL adviser*

**EDESL 75300 - Supervised Teaching 2 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

*prereq: EDESL 75200*
And one of the following -

**EDESL 78000 - Seminar in Educational Research (Master's Essay)**

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination.

This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

*prereq: completion of 24 credits and permission of TESOL adviser
Credits 3 cr (year-long)
Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter grade upon satisfactory completion of all course requirements.

or Electronic Portfolio Evaluation

**Note(s)**

Students may be exempted from up to six credits if they have taken equivalent coursework elsewhere. Taking EDESL 780 MA Essay adds 3 credits to total credits in degree.

*Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.

**Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.

**Exit Requirements**

1. An overall GPA of 3.0.
2. Track 2 students only: Must maintain a valid and appropriate NYS certification.
3. Demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students.
4. Electronic Portfolio Evaluation or successful completion of a master's essay (EDESL 78000).
5. Complete the Dignity for All Students Act (DASA) workshop.

**Visual Arts Education - MA**

The School of Education offers two master's degree programs for NYS certification for visual arts teachers. These programs focus on practical approaches to the teaching of visual arts education, while also providing graduate coursework in the foundations of education and in general education curriculum and content in grades PreK-12. Both programs lead to NYS certification in Visual Arts PreK-12.

Program 1 (Academic Plan: VSARTED-MA) is for those with no prior NYS certification.

Program 2 (Academic Plan: VAEDPC-MA) is for those with prior NYS certification.
Admissions Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.5 and a major in visual arts. For applicants with an MFA or other graduate degree, a GPA of at least 3.5.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. 9 credits of art history
4. 24 credits in studio art
5. Two professional references.
6. A personal statement.
7. A digital portfolio of 20 examples of artistic works is submitted as part of the application
8. An interview by faculty for qualified applicants.
9. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
10. **Program 2 Applicants Only:** NYS teaching certificate.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

**Academic Plans**

- **Program 1:** VSARTED-MA
- **Program 2:** VAEDPC-MA

**Total Credits**

- **VSARTED-MA:** 44
- **VAEDPC-MA:** 30-31

**Program 1**

Program 1 (Academic Plan: VSARTED-MA)

For students with no prior NYS certification
ARTh 62100 - Modern Art I

Origins and history of modern art in 19th century.

Hours 45
Credits 3

ARTh 73400 - Theory and Criticism of Art

Readings in the history of art history and/or critical theory as a background and methodology for current problems in the discipline and in contemporary art criticism.

ARTh 78000 - Special Topics in Art

Graduate seminars on specific topics established by individual faculty. Topics in recent years have included Greek Vase Painting, Medieval Art and Thing Theory, Love and Death in Italian Renaissance Art, Mapping Mexico City, Networks of Power in the Ottoman Empire, International Rococo, Manet, Contemporary African Art.

ARTCR 75100 - Special Topics in Studio Art

Special projects in art according to the specialty or area of research of the professor, and in timely response to current trends.

Hours 3.5 hrs
Credits 3 cr.

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work
Credits 4

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.
**SEDFF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

**SEDFF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDDF 70400*

**SEDFF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDDF 70500*

*coreq: One of the following must be a Co-req:*

- SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we
will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

ARTED 71000 - Methods for Childhood Art Education - Grades PreK-6 (KC)

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for children from Pre-K to grade 6. It emphasizes children's aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades PreK-6.

Includes 36 hours of fieldwork in a school.

prereq or coreq: SEDF 70300 and SEDF 70400
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

ARTED 71100 - Methods of Teaching the Visual Arts Grades 7-12 (KC)

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for the adolescent. Focus: It emphasizes adolescent aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades 7-12.

Course includes 48 hours of fieldwork in a school. Students are observed and evaluated in the field at least once.

prereq: ARTED 71000 and SEDF 70500
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

ARTED 71200 - Student Teaching in the Visual Arts Grades Pre-K-12 (KC)
Teacher candidates complete a total of 70 days of student teaching Monday through Friday (35 days of student teaching at grades pre-K-6 and 35 days at grades 7-12) under the supervision of a Hunter College faculty member and a certified Art Educator in a New York City school selected by the college. Students receiving a grade below B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program.

**prereq:** ARTED 71000 and ARTED 71100 plus 6 credits in ARTH and ARTCR

**Hours** 2 hours (includes 70 days in the field)

**Credits** 5 credits

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

- Or both of the following -

- **ARTED 713.10 Practicum in the Visual Arts PreK-6 (2 credits)** (THIS COURSE IS NOT CURRENTLY OFFERED)
- **ARTED 713.20 Practicum in the Visual Arts Grades 7-12 (2 credits)** (THIS COURSE IS NOT CURRENTLY OFFERED)

### Program 2

Program 2 (Academic Plan: VAEDPC-MA)

For students with prior NYS certification

**ARTH 62100 - Modern Art I**

Origins and history of modern art in 19th century.

**Hours** 45

**Credits** 3

**ARTH 73400 - Theory and Criticism of Art**

Readings in the history of art history and/or critical theory as a background and methodology for current problems in the discipline and in contemporary art criticism.

**ARTH 78000 - Special Topics in Art**

Graduate seminars on specific topics established by individual faculty. Topics in recent years have included Greek Vase Painting, Medieval Art and Thing Theory, Love and Death in Italian Renaissance Art, Mapping Mexico City, Networks of Power in the Ottoman Empire, International Rococo, Manet, Contemporary African Art.

**ARTCR 75100 - Special Topics in Studio Art**
Special projects in art according to the specialty or area of research of the professor, and in timely response to current trends.

*Hours 3.5 hrs  
*Credits 3 cr.

- and -

5 credits of electives in ARTH or ARTCR

**ARTED 71000 - Methods for Childhood Art Education - Grades PreK-6 (KC)**

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for children from Pre-K grade 6. It emphasizes children's aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades PreK-6.

Includes 36 hours of fieldwork in a school.

*prereq or coreq: SEDF 70300 and SEDF 70400  
*Hours 3 hrs  
*Credits 3 cr.*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**ARTED 71100 - Methods of Teaching the Visual Arts Grades 7-12 (KC)**

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for the adolescent. Focus: It emphasizes adolescent aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades 7-12.

Course includes 48 hours of fieldwork in a school. Students are observed and evaluated in the field at least once.

*prereq: ARTED 71000 and SEDF 70500  
*Hours 3 hrs  
*Credits 3 cr.*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

- Plus -

**ARTED 71200 - Student Teaching in the Visual Arts Grades Pre-K-12 (KC)**

Teacher candidates complete a total of 70 days of student teaching Monday through Friday (35 days of student teaching at grades pre-K-6 and 35 days at grades 7-12) under the supervision of a Hunter College faculty member and a certified Art Educator in a New York City school selected by the college.
Students receiving a grade below B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program.

*prereq:* ARTED 71000 and ARTED 71100 plus 6 credits in ARTH and ARTCR

Hours 2 hours (includes 70 days in the field)

Credits 5 credits

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

- Or both of the following -

AR TED 713.10 Practicum in the Visual Arts PreK-6 (2 credits) *(THIS COURSE IS NOT CURRENTLY OFFERED)*

- And -

AR TED 713.20 Practicum in the Visual Arts Grades 7-12 (2 credits) *(THIS COURSE IS NOT CURRENTLY OFFERED)*

**Exit Requirements**

1. An overall GPA of 3.0
2. Students must complete the Dignity for All Students Act (anti-bullying) workshop.
3. Students will develop a professional teaching portfolio that is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to integrate their artistic development with their growth and development as arts educators. Teacher candidates will be expected to connect these elements through critical reflection. Students will work with their instructors throughout their course of study on the portfolio. Students will arrange for a presentation and final review of their work during the last semester of the program.
4. Program 2 students must maintain valid and appropriate NYS certification.

**Adolescent Special Education, Grades 7-12 (Generalist) - MSED**

This master's degree program *(Academic Plan: AG712-MSED)* is designed to prepare individuals to become special education generalist teachers at the adolescent level. Graduates are eligible for NYS certification in Students with Disabilities Grades 7-12, Generalist, rather than certification in a specific subject area.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. A liberal arts and sciences distributed to include: a minimum of 6 credits in English; 6 credits in political science, history, economics, or geography (with at least one course in history or geography); 6 credits in math (a college course in calculus meets this requirement); 6 credits in science; 3 credits in the arts; 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or
better documented by high school transcript will meet this requirement); and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

4. A personal statement.
5. Two letters of recommendation.
6. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

AG712-MSED

Total Credits

36-48

Special Education Courses

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs
Credits 3 cr*

**SPED 70100 - Assessment of Students with Disabilities**
The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

**prereq or coreq:** SPED 70000  
**Hours** 45 hours; includes 10 hrs of field experience 
**Credits** 3

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

**prereq or coreq:** SPED 70000  
**Hours** 45 hours; includes 15 hrs of field experience 
**Credits** 3

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

**prereq:** SPED 70000  
**coreq:** current employment as a teacher or enrollment in student teaching 
**Hours** Includes 10 hrs of field experience, 45 hrs, 
**Credits** 3 cr

**SPED 70450 - Teaching Culturally and Linguistically Diverse Students**

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education.

**prereq:** SPED 70000 or SPED 70050  
**Hours** 3 hrs 
**Credits** 3 cr

**SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities (KC)**

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word,
sentence, cross-sentence, text body, and text structure, genre, and across content areas.

coreq: SPED 77200
prereq or coreq: SPED 70000
Hours 45 plus 10 field hours
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 77100
prereq or coreq: SPED 70000
Hours 30 hours of seminar plus 25 field hours
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77300 - Math Methods for Adolescents with Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000
coreq: SPED 77300  
*Hours 2 hrs: 15 hours of seminar plus 22 lab/clinical hours  
Credits 2 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 77600 - Writing & Executive Function for Adolescents with Learning Disabilities**

In this course students study the practice of teaching all aspects of writing to adolescents with learning disabilities by using various research-based approaches to address: handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

*prereq: SPED 70000 or SPED 70050  
Hours 2 hrs  
Credits 2 cr*

**SPED 78000 - The Study of Learning Disabilities in Children and Adolescents**

History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

*prereq or coreq: SPED 70000  
Hours 45  
Credits 3*

- Plus -

**SPED 77500 - Supervised Student Teaching of Adolescents with Learning Disabilities (KC)**

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities or mild/ moderate intellectual disabilities in grades 7-12. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

*prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200  
Hours 3 hrs: 30 hrs of seminar plus conferences plus 60 days student teaching  
Credits 3 cr.*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- Or -

**SPED 77550 - Supervised Practicum: Grades 7-12 (KC)**
Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

**prereq:** SPED 70000 -or- 70050; SPED 77100; SPED 77200  
**Hours** 3 hrs: 30 hours seminar, plus conferences plus 60 days student teaching  
**Credits** 3 cr

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*  
- Or both of the following -

**SPED 77551 - Supervised Student Teaching: Learning Disabilities, Grades 7-12**

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

**prereq:** SPED 70000 or SPED 70050; SPED 77100; SPED 77200  
**Hours** 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching  
**Credits** 1.5 cr

**SPED 77552 - Student Teaching: Learning Disabilities, Grades 7-12**

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

**prereq:** SPED 70000 or SPED 70050; SPED 77100; SPED 77200  
**Hours** 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching  
**Credits** 1.5 cr

**General Education Courses**

**EDLIT 75500 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Grades 5-12**

Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in secondary settings, with emphasis on students with special needs.

**Hours** 3 (includes 15 hours fieldwork)  
**Credits** 3

**SEDF 71400 - Adolescent Development and Learning: Grades 7-12**
This course prepares teacher candidates to think about how adolescents develop and learn by examining the process of cognitive, social/emotional, personality and language development among youth who vary by gender, race and ethnicity, English proficiency and levels of ability. Emphasis will be placed on creating culturally compatible classrooms, motivating students, and assessing their learning.

Hours 45
Credits 3

SEDC 71600 - Math: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the contents of mathematics programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of mathematics. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45 hrs
Credits 3

SEDC 71700 - Social Studies: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of social studies programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of social studies. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45
Credits 3

SEDC 71800 - Science: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of science programs and curricula in grades 7–12 and formulate teaching methodology for the meaningful learning of science. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45 hrs
Credits 3

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Complete the Dignity for All Students Act (DASA) workshop.

Bilingual Childhood Education, Grades 1-6 - MSEd

This graduate program in Bilingual Childhood Education (Academic Plan: CEBIL-MSED) is designed to prepare individuals to become effective teachers with high levels of teaching competencies using two languages of instruction at the childhood grade range. The programs are offered in three languages: Spanish/English, French/English and Chinese/English. The Bilingual Childhood Education program leads to NYS certification in Childhood Education with Bilingual Education Extension.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Completion of a satisfactory writing sample in English and in Spanish as part of the application process.
5. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted in English and in Spanish, French or Chinese.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

CEBIL-MSED

Total Credits
BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

BILED 71150 - Fieldwork in Bilingual Literacy (KC)

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

*coreq: BILED 77100*
*Hours 75 hrs,*
*Credits 1 cr*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

BILED 71700 - Language Assessment for English Language Learners

An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

*prereq: BILED 77100, CEDCF 70050*
*Hours 45 hrs,*
*Credits 3 cr*

BILED 77100 - Psychology of Language Learning and Teaching

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

*prereq or coreq: BILED 70100*
*Hours 30 hrs plus 5 hrs of fieldwork and lab,*
*Credits 2 cr*
**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

*prereq or coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr*

**BILED 78000 - Bilingual Research Seminar**

The bilingual research seminar, which serves as the culminating experience, focuses on the relationship between educational research and the classroom teacher. Students will review significant bilingual research to consider the implications of findings for bilingual instruction, and they will initiate their own classroom/community studies to reflect upon their own practice and to become critical consumers of research.

*prereq or coreq: 39 credits or permission of program coordinator
Hours 30 hrs plus lab,
Credits 2 cr*

**CEDC 70000 - The Art of Effective Teaching**

This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

*prereq or coreq: CEDF 70900
Hours 2
Credits 2*

**CEDC 70300 - Teaching Science in the Elementary School**

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

*prereq or coreq: CEDF 70900 and CEDC 70000
Credits 3*

**CEDC 70400 - Teaching Developmental Reading**

The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.
CEDC 70500 - Mathematics Curriculum and Methods

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

CEDC 71300 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators (KC)

Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

CEDF 70900

Prerequisite or corequisite: CEDF 70900

Hours includes 10 hrs of fieldwork

Credits 3
Credits

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900
Hours 45 hrs
Credits 3

CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work
Credits 3

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

- And -
Spanish language

BILED 71100 - Bilingual Literacy-Spanish (KC)

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.
coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**BILED 77800 - Instruction Through the Native Language-Spanish**

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

prereq or coreq: BILED 70100
Hours 45 hrs plus 10 hrs of fieldwork,
Credits 3

- Or -
French language

**BILED 71200 - Bilingual Literacy-French (KC)**

Bilingual literacy - French: conducted in French and English and will present how to differentiate instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners. The course aims to develop teachers' ability to plan for language, content and literacy skills by designing a thematic integrated literacy unit. The course will assist teachers in understanding how to develop students' oral language, spelling, grammar, and vocabulary.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**BILED 76800 - Instruction through the Native Language-French**

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MSEd/Childhood Education Grades 1-6 with bilingual extension; for the MSEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100
Hours 45
Credits 3
Chinese language

**BILED 71300 - Bilingual Literacy-Chinese (KC)**

Bilingual Literacy – Chinese focuses on the development of literacy skills in both English and Chinese for students in bilingual programs. The emphasis is on L1 and L2 literacy using narrative and expository text, technology, and the arts as mediums for developing skills. This course will be conducted in Chinese and English.

*prereq or coreq: BILED 77100, BILED 77150*
*Hours 30*
*Credits 2*
*For the Advanced Certificate Leading to an Extension in Bilingual program: the prereq or coreq is BILED 77150*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**BILED 76900 - Instruction through the Native Language-Chinese**

To enhance Chinese language skills of teacher candidates for the purpose of teaching content areas in and through Chinese. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Chinese for the bilingual classroom.

*Hours 45 hours plus 10 hours of fieldwork*
*Credits 3*
*Prereq or Coreq: For the Childhood education Grades 1-6 with a Bilingual Extension program: BILED 70100, CEDF 70900; For the MSEd in Early Childhood Education Birth through Grade 1 with a Bilingual Extension: Program 1, BILED 70100, ECF 70000; Program 2, none; Program 3, BILED 70100; For the Advanced Certificate Leading to and Extension in Bilingual program: none.*

**BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6 (KC)**

Supervised student teaching at two grade levels in an elementary bilingual setting selected by Hunter College; four full days a week plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

*prereq or coreq: completion of 39 cr of course work or permission of the program coordinator*
*Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar*
*Credits 4*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or one of the following -
BILED 78500 - Student Teaching in Grades 1–3 (KC)

Twenty days of supervised student teaching at grade level 1–3 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 78300 - Practicum in Grades 1–3 (KC)

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And one of the following -

BILED 78600 - Student Teaching in Grades 4–6 (KC)

Twenty days of supervised student teaching at grade level 4–6 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**BILED 78400 - Practicum in Grades 4–6 (KC)**

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator

*Hours 15 hrs of seminar plus conferences,

*Credits 2 cr

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**Exit Requirements**

1. An overall GPA of 3.0.
2. A grade of B or better in BILED 780 (Bilingual Research Seminar).
3. Complete the Dignity for All Students Act (DASA) workshop.

**Bilingual Early Childhood Education, Birth-Grade 2 - MSEd**

This graduate program in Bilingual Early Childhood Education (Academic Plan: ECBB2-MSED) is designed to prepare individuals to become effective teachers with high levels of teaching competencies using two languages of instruction at the early childhood grade range. The program is offered in three languages: Spanish/English, French/English and Chinese/English. This program leads to NYS certification in Early Childhood Education with Bilingual Education Extension.

This program offers three tracks (or subplans):

**TRACK 1** (Subplans: ECBB2LSPAN, ECBB2LFREN, ECBB2LCHIN) is for those without NYS certification.

**TRACK 2** (Subplan: ECBB2OSPAN, ECBB2OFREN, ECBB2OCHIN) is for those with initial certification in Childhood Education, Special Education or TESOL.

**TRACK 3** (Subplan: ECBB2ASPAN, ECBB2AFREN, ECBB2ACHIN) is for those with initial certification in Early Childhood Education.

**Admission Requirements**

**Track 1**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

4. An on-site writing sample in English and in Spanish, French or Chinese.

5. Demonstration of satisfactory oral English and Spanish, French or Chinese through an interview conducted with at least two professors.

6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Track 2**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or master's degree with GPA of at least 3.5.

2. NYS initial, professional, or permanent certification in Childhood Education, Common Branches Pre-K-6, Special Education, or TESOL.

3. Completion of a satisfactory writing sample in English and in Spanish, French or Chinese.

4. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted with at least two professors.

5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Track 3**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or master's degree with GPA of at least 3.5.

2. NYS initial certification in Early Childhood Education.

3. Completion of a satisfactory writing sample in English and in Spanish, French or Chinese.

4. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted with at least two professors.

5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plan**
ECBB2-MSED

Subplans

- **TRACK 1:**
  - SPANISH - ECBB2LSPAN
  - FRENCH - ECBB2LFREN
  - CHINESE - ECBB2LCHIN

- **TRACK 2:**
  - SPANISH - ECBB2OSPAN
  - FRENCH - ECBB2OFREN
  - CHINESE - ECBB2OCHIN

- **TRACK 3:**
  - SPANISH - ECBB2ASPAN
  - FRENCH - ECBB2AFREN
  - CHINESE - ECBB2ACHIN

Total Credits

- **TRACK 1** - ECBB2LSPAN, ECBB2LFREN, ECBB2LCHIN: 40-52
- **TRACK 2** - ECBB2OSPAN, ECBB2OFREN, ECBB2OCHIN: 33-45
- **TRACK 3** - ECBB2ASPAN, ECBB2AFREN, ECBB2ACHIN: 30-36

Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits (Track 2) or 6 credits (Track 3) of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

Courses for All Tracks

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels
Credits 3*

**ECC 72000 - Integrative Seminar in Early Childhood Education**

Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

*prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)
Credits 3*

**BILED 70100 - Foundations of Bilingual Education**
Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

**BILED 71150 - Fieldwork in Bilingual Literacy (KC)**

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

*coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**BILED 77100 - Psychology of Language Learning and Teaching**

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

*prereq or coreq: BILED 70100
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr*

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

*prereq or coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr*

- Plus -
  Spanish language

**BILED 71100 - Bilingual Literacy-Spanish (KC)**
This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

coreq: BILED 71150
prereq or coreq: BILED 77100

Hours 30
Credits 2

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**BILED 77800 - Instruction Through the Native Language-Spanish**

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

prereq or coreq: BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,
Credits 3

- Or -

French language

**BILED 71200 - Bilingual Literacy-French (KC)**

Bilingual literacy - French: conducted in French and English and will present how to differentiate instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners. The course aims to develop teachers’ ability to plan for language, content and literacy skills by designing a thematic integrated literacy unit. The course will assist teachers in understanding how to develop students’ oral language, spelling, grammar, and vocabulary.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master’s degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30
Credits 2

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**BILED 76800 - Instruction through the Native Language-French**

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MSEd/Childhood Education Grades 1-6 with bilingual extension; for the MSEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF
BILED 71300 - Bilingual Literacy-Chinese (KC)

Bilingual Literacy – Chinese focuses on the development of literacy skills in both English and Chinese for students in bilingual programs. The emphasis is on L1 and L2 literacy using narrative and expository text, technology, and the arts as mediums for developing skills. This course will be conducted in Chinese and English.

prereq or coreq: BILED 77100, BILED 77150

BILED 76900 - Instruction through the Native Language-Chinese

To enhance Chinese language skills of teacher candidates for the purpose of teaching content areas in and through Chinese. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Chinese for the bilingual classroom.

Hours 45 hours plus 10 hours of fieldwork
Credits 3

Prereq or Coreq: For the Childhood education Grades 1-6 with a Bilingual Extension program: BILED 70100, CEDF 70900; For the MSEd in Early Childhood Education Birth through Grade 1 with a Bilingual Extension: Program 1, BILED 70100, ECF 70000; Program 2, none; Program 3, BILED 70100; For the Advanced Certificate Leading to an Extension in Bilingual program: none.

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings (KC)

Two student teaching placements of 30 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECF 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 60 days of student teaching
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
**ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting (KC)**

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

*Hours* 15 hrs of seminar plus conferences,
*Credits* 1

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

- And -

**ECC 71850 - Early Childhood Bilingual Student Teaching (KC)**

Student teaching for 30 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

*prereq:* ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

*Hours* 15 hrs of seminar plus 30 days of student teaching
*Credits* 2

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**Additional Courses for Track 1**

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours* 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels
*Credits* 3

**ECF 70100 - Social and Historical Contexts of Early Childhood Education**

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours* 45 hrs
*Credits* 3
ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

prereq: ECF 70000
Hours 45 hrs
Credits 3

ECC 70500 - Language and Literacy: Birth through Kindergarten

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3

ECC 70600 - Language and Literacy: K through Grade 2

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

prereq or coreq: ECC 70500 (early childhood students only)
Hours 45 hrs
Credits 3

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300
prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels
Credits 3

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

prereq or coreq: ECC 70300
ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

*prereq: ECC 70300
Hours 15 hrs of seminar plus 50 hrs in the field
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

Hours 45 hrs
Credits 3

ECC 71400 - Health, Safety and Nutrition in Early Childhood

This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

*prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3

ECC 71500 - Educational Technology in Early Childhood

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

Hours 15 hrs,
Credits 1 cr

Additional Courses for Track 2
ECF 70000 - Child Development: Birth to Age Eight

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels*
*Credits 3*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours 45 hrs*
*Credits 3*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000*
*Hours 45 hrs*
*Credits 3*

ECC 70400 - Language and Literacy: Birth through Grade 2

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

*prereq or coreq: ECF 70000*
*Hours 45 hrs*
*Credits 3*

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

*prereq: ECC 70300*
*prereq or coreq: ECF 70200*
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels
Credits 3

**ECC 70900 - Mathematical and Scientific Thinking in Early Childhood**

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

*prereq or coreq: ECC 70300
Hours 45 hrs
Credits 3*

**ECC 71300 - The Expressive Arts in Early Childhood**

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

*Hours 45 hrs
Credits 3*

**ECC 71500 - Educational Technology in Early Childhood**

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

*Hours 15 hrs,
Credits 1 cr*

**Additional Courses for Track 3**

7-13 credits from the courses below based on a transcript review of prior coursework in early childhood education.

**ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2**

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs
Credits 3*

**ECC 70400 - Language and Literacy: Birth through Grade 2**
Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

prereq or coreq: ECF 70000

Hours 45 hrs

Credits 3

**ECC 70800 - Children with Special Needs: Birth through Grade 2**

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300
prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

Credits 3

**ECC 70900 - Mathematical and Scientific Thinking in Early Childhood**

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs

Credits 3

**ECC 71300 - The Expressive Arts in Early Childhood**

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

Hours 45 hrs

Credits 3

**ECC 71500 - Educational Technology in Early Childhood**

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

Hours 15 hrs

Credits 1 cr
Exit Requirements

1. An overall GPA of 3.0
2. Completion of ECC 72000 (Integrative Seminar in Early Childhood Education) with a grade of B or better.
3. Track 2 and 3 students must maintain a valid and appropriate NYS certification.
4. Complete the Dignity for All Students Act (DASA) workshop.

Blind and Visually Impaired - MSEd

Program Coordinator

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The School of Education offers graduate programs that prepare students to become teachers of the Blind and Visually Impaired. Graduates of the Blind and Visually Impaired program will be prepared to teach learners who are blind or visually impaired in diverse PreK-12 settings including residential schools for the blind, classroom programs and itinerant teaching settings in public and private schools.

The master's degree in Blind and Visually Impaired offers two programs. Program 1 (Academic Plan: BVI-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and blind and visually impaired. Program 2 (Academic Plan: TCHBL-MSED) is for those who hold NYS certification and leads to single certification in blind and visually impaired.

Admission Requirements

Program 1

For applicants who do not hold NYS certification in Childhood Education

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0;
   or
   A master's degree from an accredited institution with a GPA of at least 3.5;
   plus
   A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold Early Childhood, Childhood, PreK-Grade 6, Middle Childhood or Adolescent Education NYS certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0;
   or
A master's degree from an accredited institution with a GPA of at least 3.5; plus
2. NYS initial, professional, or permanent certification in Early Childhood, Childhood, PreK-grade 6, Middle Childhood or Adolescent Education. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 715, a 1-credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

International applicants who need an F-1 or J-1 Visa are not currently eligible for these programs.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: BVI-MSED
- Program 2: TCHBL-MSED

Total Credits

- BVI-MSED: 43-57
- TCHBL-MSED: 40-41

Courses for Programs 1 and 2

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.
SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100

SPED 70700 - Research Seminar: Issues in Special Education (KC)

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.
SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.
SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

prereq or coreq: SPED 74000, SPED 74100

Hours Includes 10 hrs of field experience

Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74400 - Assistive Technology for Learners with Visual Impairments

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

prereq: SPED 74300

Hours 45 hrs,

Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,

Credits 1 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

prereq: SPED 70000, SPED 79000 or SPED 74100
**SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments**

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

*prereq or coreq: SPED 74000, 74100

Hours includes 10 hrs of filed experience
Credits 3 cr

- Take either -

**SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired at two grade levels that do not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, adapting sensory environments, selecting appropriate learning media, adapting curriculum through tactile graphics, developing IEPs, and forming partnerships with families.

*prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,
Credits 4 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or one of the following -

**SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.
prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus one of the following -

**SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

**prereq or coreq: SPED 74000, SPED 74100**
**Hours** structured conferences, plus 20 days student teaching,
**Credits** 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnership with families.

**prereq or coreq: SPED 74000, SPED 74100**
**Hours** Structured conferences, plus 20 days student teaching
**Credits** 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6 (KC)**

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

**prereq or coreq: SPED 74000, SPED 74100**
**Hours** Structured conferences, plus 20 days student teaching
**Credits** 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
prereq or coreq: SPED 74000, SPED 74100

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Additional Courses for Program 1

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work
Credits 3

CEDC 70350 - Teaching Science in the Elementary School

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900
Credits 3
CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq or coreq: CEDF 70900 and CEDC 70450
Hours 30 hrs,
Credits 2

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**HED 71500 - Health Education for Special Educators**

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

*Hours 15 hrs, Credits 1 cr*

**Exit Requirements**

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700: Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
   - and either -
   an original written research proposal
   - or -
   a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

**Childhood Education Grades 1-6 - MSEd**

This program (Academic Plan: CHED-MSED) leads to NYS certification in Childhood Education. It is nationally recognized by the Association for Childhood Education International (ACEI) and prepares teachers for work in NYC public schools. This program is not designed for those with prior NYS certification in Childhood Education; Those who already hold Childhood Education certification should consider our programs in Literacy, Special Education, Early Childhood Education, TESOL, Elementary Math Specialist or Childhood Education STEM Specialization.

The Childhood Education program offers two tracks (or subplans).

- Track 1 (Subplan: CHEDTKONE) is an evening program designed with career changers in mind that allows students to adapt the pace of the program to their needs.
- Track 2 (Subplan: CHEDTKTWO) is a two-year, full-time, daytime, clinically-rich program.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a grade point average of at least 3.0.
2. A liberal arts or sciences major (or interdisciplinary concentration) of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

CHED-MSED

Subplans

- Track 1: CHEDTKONE
- Track 2: CHEDTKTWO

Total Credits

- CHEDTKONE: 36-49
- CHEDTKTWO: 55 (this number was previously listed as 53 credits in error)

Track 1

Subplan: CHEDTKONE

CEDC 70000 - The Art of Effective Teaching

This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

prereq or coreq: CEDF 70900

Hours 2
Credits 2

CEDC 70300 - Teaching Science in the Elementary School
A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000
Credits 3

CEDC 70400 - Teaching Developmental Reading

The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.

prereq or coreq: CEDF 70900
Hours 45 hrs
Credits 3

CEDC 71300 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

prereq or coreq: CEDF 70900
CEDC 715FW - Fieldwork: Reading and Social Studies (KC)

Supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.

**prereq:** CEDF 70900  
**coreq:** CEDC 73000 and 72200  
**Hours 75 hrs of fieldwork,**  
**Credits 1**

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

**prereq or coreq:** To be taken with CEDF 71000, CEDC 70300, CEDC 72200, CEDC 70200, CEDC 77300.  
**Hours 45**  
**Credits 3**

CEDC 73000 - Perspectives on Literacy Across the Content Areas

Literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository as well as narrative texts will be utilized.

**prereq:** CEDF 70900; CEDC 70400  
**coreq:** CEDC 71500 and 72200  
**Hours 30 hrs,**  
**Credits 2**

CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.
CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

*Hours includes 5 hrs of field work*

CEDF 71000 - Educational Psychology

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

*prereq: CEDF 70900*

CEDF 71500 - Diversity in the American School

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

*Hours 45 hrs*

CEDF 71600 - Assessment of Teaching and Learning

Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.

*Credits 3*

CEDF 79200 - Integrative Seminar: Research in Childhood Education

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

*prereq: completion of 31 cr. of course work including CEDC 73000 and CEDF 71600 or permission of the childhood education adviser*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings
Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100

prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

Hours 45
Credits 3

- Take either -

**CEDC 72400 - Student Teaching in Grades 1–3 and 4–6 (KC)**

Supervised student teaching at two grade levels, 1–3 and 4–6, in an elementary school selected by Hunter College; five full days a week plus conferences and professional development workshops.

Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus a minimum of 60 days of student teaching
Credits 5

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

- Or one of the following -

**CEDC 72500 - Student Teaching in Grades 1–3 (KC)**

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Not for students who have completed EDC 72400 or 72700.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC 72700 - Practicum in Grades 1–3 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800. Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Not for students who have completed CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus supervision and conferences

Credits 2

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Plus one of the following -

CEDC 72600 - Student Teaching in Grades 4–6 (KC)

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3. Not for students who have completed CEDC 72400 or 72800.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching

Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC 72800 - Practicum in Grades 4–6 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700. Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Not for students who have completed CEDC 72400 or 72600.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus supervision and conferences

Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Track 2 - Clinically Rich

Subplan: CHEDTKTWO

**CEDC 70100 - Beginning Elementary Literacy Methods**

Beginning Elementary Literacy Methods is the first of a two-part sequence designed for pre-service graduate teacher candidates as an introduction to the content and procedures used to teach English language arts to elementary students. Students will learn how children develop reading and writing concepts and abilities, become familiar with children’s literature, both nonfiction and fiction, and understand current practices of literacy instruction and assessment.

coreq: This course should be taken with CEDF 70900, CEDC 70500, EDSEL 79600, CEDC 77200 Fieldwork & Teaching Seminar 1.

Hours 45
Credits 3

**CEDC 70200 - Advanced Elementary Literacy Methods**

Advanced Elementary Literacy Methods is the second course of a two-part sequence designed for graduate, pre-service teacher candidates to expand and apply their understanding of the pedagogical strategies and content necessary to teach English language arts to elementary students. In this course, teacher candidates will demonstrate effective literacy instruction through assessing, planning, and teaching elementary students' learning in all facets of literacy and throughout the content areas.

coreq: This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600 Reflective Practice in Elementary School Social Studies Curriculum Development, SPED 70800, CEDC 77300 Fieldwork & Teaching Seminar 2.

Hours 45
Credits 3

**CEDC 70300 - Teaching Science in the Elementary School**

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

Credits 3

**CEDC 70500 - Mathematics Curriculum and Methods**

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork
Credits 3
CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

prereq or coreq: To be taken with CEDF 71000, CEDC 70300, CEDC 72200, CEDC 70200, CEDC 77300.
Hours 45
Credits 3

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3

CEDC 71300 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3

CEDC 73900 - Advanced Methods in Elementary School: Mathematics, Science, and Social Studies

This graduate advanced methods builds on and extends the initial methods courses in the areas of mathematics, science, and social studies and also explicitly connects theory from mathematics, social studies, and science methods courses to practice by supporting teacher candidates to design and enact lessons in the context of the elementary school classroom. Students will grapple with the complexities of how students learn content and design/conduct assessments, develop lesson plans and unit plans, and critically reflect on their teaching practice. Students will face the realities of teaching content in schools given the school resources in terms of curriculum and technology and within the curriculum guidelines of the state and district.

prereq or coreq: CEDC 70300, CEDC 70600, CEDC 70500
Credits 3
In order to take this course students have to be accepted into the 'clinically rich' track of the Masters in Childhood Education program that leads to certification.

CEDC 77200 - Fieldwork & Teaching Seminar 1 (KC)

Fieldwork & Teaching Seminar 1 is the initial experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

coreq: This course should be taken with CEDF 70900, CEDC 70500, CEDC 70100, EDESL 77100.
Hours 30
Credits 2
30 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC 77300 - Fieldwork & Teaching Seminar 2 (KC)

Fieldwork & Teaching Seminar 2 is the second experience in an elementary partner school for the clinically rich track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600, CEDC 70200.
Hours 30
Credits 2
30 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC 77400 - Fieldwork & Teaching Seminar 3 (KC)

Fieldwork & Teaching Seminar 3 is the third experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDF 71600, CEDC 73900, CEDC 70700, CEDC 71300.
Hours 30
Credits 2
45 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC 77500 - Fieldwork & Teaching Seminar 4 (KC)
Fieldwork & Teaching Seminar 4 is the fourth and final experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDC 71000.

Hours 45
Credits 3
75 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

Hours 45 hrs
Credits 3

CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work
Credits 3

CEDF 71000 - Educational Psychology

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

prereq: CEDF 70900
Hours includes 5 hrs of field work
Credits 3

CEDF 71500 - Diversity in the American School

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

Hours 45 hrs
Credits 3

CEDF 71600 - Assessment of Teaching and Learning
Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.

*Credits 3*

**EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas**

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

*prereq: EDESL 79600/79610
Hours includes 20 hrs fieldwork in K-12 classrooms
Credits 4*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3*

**Exit Requirements**

1. An overall GPA of at least 3.0.
2. Track 1 students only: a grade of B or better in CEDF 792.
3. Complete the Dignity for All Students Act (DASA) workshop.

**Childhood Education with a Specialization in Science, Technology, Engineering and Mathematics (STEM) Professional Certificate- MSEd**

**Program Coordinator**

Dennis Robbins  
(212) 772-4287
This program (Academic Plan: CEMSC-MSED) prepares Childhood Education teachers to become better qualified in teaching STEM subjects in the elementary grades. It requires initial NYS certification in Childhood Education and leads to professional certification in that area.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. NYS initial, professional or permanent certification in Childhood Education.
3. A personal statement.
4. Two letters of recommendation including one from a supervisor.
5. Successful completion with a grade of C or better of college level mathematics course and a lab science course. Those who do not meet the mathematics requirement must successfully complete MATH 104 and MATH 105 in the School of Arts and Sciences. Those who do not meet the science requirement must take a one semester course in a lab science (biology, chemistry, physics or geology).
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

**Academic Plan**

**CEMSC-MSED**

**Total Credits**

33

**CEDC 71600 - Educational Technology in Mathematics and Science**

*Teaching/Learning*
An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

Hours 45 hrs.  
Credits 3

**CEDC 74000 - Contemporary Mathematics in the Elementary School**

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

Hours 45 hrs.  
Credits 3

**CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science**

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

prereq: all program courses except CEDC 74300  
Hours 45 hrs  
Credits 3

**CEDC 74300 - Research Seminar in Mathematics/Science Education**

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

Hours 45 hrs.  
Credits 3

**CEDC 74400 - Development of Mathematical/Scientific Concepts in Children**

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropri ate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

prereq: all program courses except CEDC 74200 and CEDC 74300  
Hours 45 hrs  
Credits 3

**CEDC 74700 - Number Theory and Algebra in Elementary Curriculum**

A study of the underpinnings of Number Theory and Algebra and the role they play in curriculum, teaching and student learning. This course gives participants a deeper understanding of algebra and how students learn transition from arithmetic to algebraic reasoning.

prereq: The course is intended for students in the Elementary Mathematics Specialist program or licensed elementary
school teachers.
Hours 45 hrs
Credits 3

CEDC 74800 - Geometry and Measurement in the Elementary

A study of the underpinnings of Geometry and Measurement and the role they play in curriculum, teaching, and supporting student learning. Topics in Geometry and Measurement are important concepts at the elementary school level and this course gives participants a deeper background in these two areas. Additionally, pedagogical practices important in these areas will be examined as well as a deep study of how students develop these concepts through curriculum, representations, manipulatives, and pedagogical practices will be discussed.

prereq: This course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.
Hours 45
Credits 3

CEDC 77600 - Planet Earth: Earth and Space Sciences for Elementary School Teachers

Methods and content of teaching Earth and Space sciences topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

Hours 3 hrs
Credits 3

CEDC 77700 - Physical Science Background for Elementary Teachers

Concepts in the physical sciences, chemistry and physics, necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

Hours 45 hrs
Credits 3

CEDC 77800 - Life Sciences

The methods and content of teaching life science topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

Hours 3
Credits 3

CEDC 77900 - Robotics and Engineering
New methods of teaching innovative school curricula in robotics and engineering. Students will design and program their own robotic vehicles and learn elementary school materials by a hands-on process and project work. The curriculum is modeled on the First LEGO League competitions popular at the grade school-level. Engineering is Elementary, a school curriculum to improve children's understanding of engineering principles, is also explored from a student-centered perspective. These new STEM curriculum for elementary schools are supported by K-12 Next Generation Science Standards (2013). All students who enroll in the course will emerge with training to teach these curricula in elementary schools, in informal settings and after school programs.

Hours 3
Credits 3

Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

Childhood Special Education: Behavior Disorders - MSEd

Program Coordinator

Elizabeth Klein
914 West Building
(212) 396-6925

ekl0007@hunter.cuny.edu

This graduate program (Academic Plan: CSPE-MSED and CSPED-MSED) prepares teacher candidates for effective teaching of students with behavior/mental challenges autism, and learning disabilities. Graduates from the behavior disorders track of the Childhood Special Education program are well prepared to teach in all educational settings, serving in hospitals, clinics, and public, charter, private, and parochial schools. They do so in roles such as collaborative teach teachers (CTT), inclusion support providers ("push in" teachers), head teachers in self-contained classrooms, behavior support personnel, and general education teachers.

The master's degree in Childhood Special Education: Behavior Disorders offers two programs. Program 1 (Academic Plan: CSPE-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and students with disabilities grades 1-6. Program 2 (Academic Plan: CSPED-MSED) is for those who hold NYS certification and leads to single certification in students with disabilities grades 1-6.

Admission Requirements

Program 1

For applicants who do not hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5;

2. NYS initial or professional certification in Childhood Education Grades 1-6 or PreK-grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.

3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.

   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: CSPE-MSED
- Program 2: CSPED-MSED

Total Credits

- CSPE-MSED: 43-55
- CSPED-MSED: 39

Courses for Programs 1 and 2
SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

Hours 3 hrs
Credits 3 cr

SPED 70100 - Assessment of Students with Disabilities

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

prereq or coreq: SPED 70000
Hours 45 hours; includes 10 hrs of field experience
Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

prereq or coreq: SPED 70000
Hours 45 hours; includes 15 hrs of field experience
Credits 3

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

prereq: SPED 70000
coreq: current employment as a teacher or enrollment in student teaching
Hours Includes 10 hrs of field experience, 45 hrs,
Credits 3 cr

SPED 70450 - Teaching Culturally and Linguistically Diverse Students

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the
context of special education.

prereq: SPED 70000 or SPED 70050
Hours 3 hrs
Credits 3 cr

**SPED 70550 - Use of Instructional Technology in the Special Education Classroom**

This course explores how technology can support students with learning disabilities and behavior disorders. More than simply a "how to" course, this class aims to give teachers the tools needed to best assist their students and evaluate the use of technology in their classrooms. This is a lab course where some of the learning occurs over blocks of time spent in direct experience. Class sessions are: demonstrations; hands-on exploration; feedback; coaching; and direct exploration of both hardware and software, applying them both as teacher tools and as instructional means for students with disabilities.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

**SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPED 76800
Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr

**SPED 75000 - The Study of Behavior Disorders**

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs.

prereq or coreq: SPED 70000
Hours Includes 20 hrs of field experience

**SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders (KC)**

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students.
prereq or coreq: SPED 75000
Hours Includes 20 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.
Includes 10 hrs of field experience.

prereq or coreq: SPED 70000
Credits 3

SPED 72350 - Math for Students with Disabilities (Non-LD Specialization)

Principles, methods, and specially designed mathematics instruction for students with disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

SPED 72450 - Writing for Students with Disabilities (for those not in LD Specialization), Methods 3

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

- PLUS -
ONE OF THE FOLLOWING

SPED 75254 - Student Teaching: Behavior Disorders Grades 1-6 (Part 1) (KC)

This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning
group, including but not limited to students with Behavior Disorders.

prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75255 - Supervised Practicum: Behavior Disorders Grades 1-6 (Part 1) (KC)

This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the 83 exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Behavior Disorders.

prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

AND

ONE OF THE FOLLOWING

- SPED 75256 - Student Teaching: Behavior Disorders Grades 1-6 (Part 2) (KC)

This student teaching seminar and supervision is the first of two semester-long experiences intended to provide supported teaching, practical knowledge, and increased facility with specialized practices for working with students with special learning needs.

prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75257 - Supervised Practicum: Behavior Disorders Grades 1-6 (Part 2) (KC)

This practicum seminar is intended to provide supported teaching experiences, practical knowledge, and increased facility with specialized practices when working with students with special learning needs.

prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Additional Courses for Program 1

Students may be exempted from up to 12 credits of the general and special education requirements on the basis of equivalent courses taken at either the graduate or undergraduate level. Students, however, may not be exempted from CEDC 729.

CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

*Hours includes 5 hrs of field work*

*Credits 3*

CEDC 70350 - Teaching Science in the Elementary School

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

*prereq or coreq: CEDF 70900*

*Credits 3*

CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

*prereq or coreq: CEDF 70900*

*Hours includes 10 hrs of fieldwork*

*Credits 3*

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

*prereq or coreq: CEDF 70900*

*Hours includes 10 hrs of fieldwork*

*Credits 3*
CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,
Credits 2

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900, CEDC 70450 and 70550

Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 must maintain a valid and appropriate NYS certification in general education.
3. Complete the Dignity for All Students Act (DASA) workshop.
4. EdTPA or “Action Research Project” in second semester of the HC Learning Lab.

Childhood Special Education: Learning Disabilities - MSEd

This graduate program prepares students to teach in Childhood Special Education environments, including self-contained and inclusion settings. Graduates from the learning disabilities program will be able to serve in such roles as
inclusion support providers; and as collaborative team teachers with general education teachers in public and private schools, private agencies, hospitals and clinics.

The master’s degree in Childhood Special Education: Learning Disabilities offers two programs. Program 1 (Academic Plan: CSPE-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and students with disabilities grades 1-6. Program 2 (Academic Plan: CSPED-MSED) is for those who hold NYS certification and leads to single certification in students with disabilities grades 1-6.

Admission Requirements

Program 1

For applicants who do not hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
2. A master's degree from an accredited institution with a GPA of at least 3.5.
3. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
4. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5;
2. NYS initial or professional certification in Childhood Education Grades 1-6 or PreK-grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.
Course of Study

Academic Plans

- Program 1: CSPE-MSED
- Program 2: CSPED-MSED

Total Credits

- CSPE-MSED: 41-53
- CSPED-MSED: 37

Courses for Programs 1 and 2

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs*
*Credits 3 cr*

**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000*
*Hours 45 hours; includes 10 hrs of field experience*
*Credits 3*

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

*prereq or coreq: SPED 70000*
*Hours 45 hours; includes 15 hrs of field experience*
*Credits 3*

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**
Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

**prereq:** SPED 70000  
**coreq:** current employment as a teacher or enrollment in student teaching

*Hours* Includes 10 hrs of field experience, 45 hrs,

*Credits* 3 cr

**SPED 70450 - Teaching Culturally and Linguistically Diverse Students**

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education.

**prereq:** SPED 70000 or SPED 70050  
*Hours* 3 hrs  
*Credits* 3 cr

**SPED 70550 - Use of Instructional Technology in the Special Education Classroom**

This course explores how technology can support students with learning disabilities and behavior disorders. More than simply a "how to" course, this class aims to give teachers the tools needed to best assist their students and evaluate the use of technology in their classrooms. This is a lab course where some of the learning occurs over blocks of time spent in direct experience. Class sessions are: demonstrations; hands-on exploration; feedback; coaching; and direct exploration of both hardware and software, applying them both as teacher tools and as instructional means for students with disabilities.

**prereq:** SPED 70000 or SPED 70050  
*Hours* 2 hrs  
*Credits* 2 cr

**SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

**prereq or coreq:** SPED 70000 or SPEDE 76800  
*Hours* Includes 10 hours of field experience, 45 hrs,

*Credits* 3 cr

**SPED 78000 - The Study of Learning Disabilities in Children and Adolescents**

History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student
characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

**prereq or coreq: SPED 70000**
*Hours 45*
*Credits 3*

**SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

**prereq: SPED 70000 or 70050**
*Hours 3 hrs: includes 10 hrs of field experience*
*Credits 3 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 72300 - Math for Students with Learning Disabilities (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations.

**prereq: SPED 70000 or SPED 70050**
*Hours 2 hrs*
*Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 72400 - Writing for Students With Learning Disabilities, Methods 3 (KC)**

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

**prereq: SPED 70000 or SPED 70050**
*Hours 2 hrs*
*Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100
prereq or coreq: SPED 70000

Hours 15 hrs seminar, plus 20 hrs lab,
Credits 2 cr
Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use.

prereq: SPED 781/782
coreq: SPED 783

Hours 15 hrs seminar, plus 20 hrs lab,
Credits 2 cr
Spring only

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And -

SPED 72500 - Student Teaching: Learning Disabilities Grades 1-6 (KC)

This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Learning Disabilities and English Language Learners.

prereq: SPED 70000 or SPED 70050; SPED 78200; SPED 78400

Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 72550 - Supervised Practicum: Learning Disabilities Grades 1-6 (KC)

This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Learning Disabilities and English Language Learners.

**prereq:** SPED 78200; SPED 78400

**Hours** 3 hrs

**Credits** 3 cr

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

Additional Courses for Program 1

Students may be exempted from up to 12 credits of the general and special education requirements on the basis of equivalent courses taken at either the graduate or undergraduate level. Students, however, may not be exempted from CEDC 729.

CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

**Hours includes 5 hrs of field work**

**Credits** 3

CEDC 70350 - Teaching Science in the Elementary School

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

**prereq or coreq:** CEDF 70900

**Credits** 3

CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.
CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.
Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 must maintain a valid and appropriate NYS certification in general education.
3. Complete the Dignity for All Students Act (DASA) workshop.
4. EdTPA or "Action Research Project" in second semester of the HC Learning Lab.

Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness) - MSEd

Program Coordinator

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This graduate program prepares students to teach in Childhood Special Education environments, including self-contained and inclusion settings. Graduates from the severe/multiple disabilities program will be able to serve in such roles as specialized teachers of learners with severe disabilities, including deafblindness; inclusion support providers; and as collaborative team teachers with general education teachers in public and private schools, private agencies, hospitals and clinics. This program leads to certification in Students with Disabilities Grades 1-6 and an extension annotation in Severe and Multiple Disabilities.

The master's degree in Childhood Special Education: Severe/Multiple Disabilities offers two programs. Program 1 (Academic Plan: CSED-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and students with disabilities grades 1-6. Program 2 (Academic Plan: CSEDD-MSED) is for those who hold NYS certification and leads to single certification in students with disabilities grades 1-6.

Admission Requirements

Program 1

For applicants who do not hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
Program 2

For applicants who hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0;
   or
   A master's degree from an accredited institution with a GPA of at least 3.5;
2. NYS initial or professional certification in Childhood Education Grades 1-6 or PreK-grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: CSED-MSED
- Program 2: CSEDD-MSED

Total Credits

- CSED-MSED: 40-52
- CSEDD-MSED: 36

Courses for Programs 1 and 2

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for
race, culture, class, language, gender, and disability.

**Hours 3 hrs**
**Credits 3 cr**

**SPED 70250 - Classroom Management in Special Education and Inclusive Settings**

Develops skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100*

**Hours Includes 20 hrs of field experience, 45 hrs,**
**Credits 3 cr**

**SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100*

**Hours (includes 10 hours of field experience),**
**Credits 3 cr**

**SPED 70700 - Research Seminar: Issues in Special Education (KC)**

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

**Hours 45 hrs,**
**Credits 3 cr**

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPED 74600 - Educational Implications of Learners Who Are Deafblind**

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.
**prereq:** SPED 70000, SPED 79000 or SPED 74100  
**Hours** Includes 10 hrs of field experience  
**Credits** 3

**SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.  
Includes 10 hrs of field experience.

**prereq or coreq:** SPED 70000  
**Credits** 3

**SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum.

**prereq or coreq:** SPED 70000  
**Hours** 45 hrs,  
**Credits** 3 cr

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)**

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.

**prereq or coreq:** SPED 70000  
**Hours** 45 hrs,  
**Credits** 3 cr.

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*
SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

prereq or coreq: SPED 70000, SPED 79000  
Hours Includes 15 hrs of field experience  
Credits 3

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800  
Hours Includes 15 hrs of field experience  
Credits 3 cr

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

prereq: SPED 70000  
Hours includes 10 hrs of field experience, 30 hrs  
Credits 2 cr

Take two of the following (must include two different grade levels)

SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3 (KC)

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100  
Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6 (KC)

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus 20 days of student teaching
Credits 2 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3 (KC)

Supervised practicum in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 1–3. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences
Credits 2 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6 (KC)

Supervised practicum placement in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 4–6. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hours seminar, plus conferences
Credits 2 cr
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Additional Courses for Program 1

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

**CEDF 70900 - Child Development Grades 1-6**

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

*Hours includes 5 hrs of field work*  
*Credits 3*

**CEDC 70350 - Teaching Science in the Elementary School**

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

*prereq or coreq: CEDF 70900*  
*Credits 3*

**CEDC 70450 - Teaching Developmental Reading**

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

*prereq or coreq: CEDF 70900*  
*Hours includes 10 hrs of fieldwork*  
*Credits 3*

**CEDC 70550 - Mathematics Curriculum and Methods**

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

*prereq or coreq: CEDF 70900*
CEDC 72520 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq or coreq: CEDF 70900 and CEDC 70450

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900, CEDC 70450 and 70550

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue - and either - an original written research proposal
- or -

a written proposal for competitive grant funding.

4. Complete the Dignity for All Students Act (DASA) workshop.

Clinical Rehabilitation Counseling - MSEd

The Clinical Rehabilitation Counseling program (Academic Plan: REHCN-MSED) prepares students to assist people with disabilities to realize personal goals and maximize their physical, emotional, social, intellectual and vocational potential. Rehabilitation counselors work with youth and adults in a variety of community-based settings such as hospitals, rehabilitation centers, colleges, chemical dependency agencies and career/vocational counseling programs. Students in this program may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas.
3. Evidence of oral and written expression consonant with graduate-level study.
4. Recommendations from appropriate professional or academic references to aid in determining potential for work as a professional counselor.
5. Meeting these minimum requirements does not guarantee acceptance to the program. Admission to the program is highly competitive, and each applicant's grade point average, counselor potential, and applicability of work and life experience are carefully considered.
6. Relevant work and/or volunteer experience is highly recommended.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

REHCN-MSED
Total Credits
60

COCO 70000 - Life Stage Development
Analysis of developmental stages throughout the lifespan.

Hours 45 hrs
Credits 3

COCO 70100 - Counseling Skills and Interviewing Techniques (KC)
Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COCO 70200 - Theories of Counseling
Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

Hours 45 hrs
Credits 3

COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education
Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

Hours 45 hrs
Credits 3

COCO 70600 - Group Counseling (KC)
Theory and principles of group counseling. Developing group-counseling skills through practice.

prereq: COCO 70100 and COCO 70200
Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
COCO 70700 - Multicultural Aspects of Counseling

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

Hours 45 hrs  
Credits 3

COCO 70800 - Measurement and Appraisal

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

Hours 45 hrs  
Credits 3

COCO 70900 - Research Methods in Counseling

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

Hours 45 hrs  
Credits 3

COCO 71000 - Chemical Dependency: Issues in Counseling

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

Hours 45 hrs  
Credits 3

COCO 71100 - Supervision and Administration in Counseling

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

prereq: COCO 70600 and COCO 71800  
Hours 45 hrs  
Credits 3

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

Hours 60 hrs  
Credits 4
COCO 71500 - Family Systems and Counseling Issues

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

*Hours 45 hrs.*
*Credits 3 cr.*

COUNR 71800 - Practicum in Counseling (KC)

To be arranged in selected field settings. Experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. Students seeking the bilingual extension will do this practicum in a setting in which they can work with Spanish-speaking clients.

*coreq: COCO 71900*
*prereq or coreq: COCO 70000 and COCO 706 and COUNR 71600*
*Hours 3 (includes 100 hours fieldwork)*
*Credits 3*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

COUNR 71900 - Advanced Counseling Skills and Contemporary Issues

This clinical course is designed to both reinforce and improve basic counseling skills and provide training in advanced counseling skills. It also will provide the opportunity to apply counseling skills and knowledge to address contemporary issues in rehabilitation counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This experience will allow students to apply theoretical knowledge and approaches to interventions and assess his/her professional strengths and areas that need improvement. Under the supervision of the instructor students will receive in-depth training to process their clinical skills and gain additional self-awareness. The students will also expand their conceptualization formulation and understanding of appropriate counseling approaches and strategies.

*prereq: COCO 70100 and COCO 70200*
*coreq: COUNR 71800*
*Hours 3*
*Credits 3*

COUNR 72500 - Internship in Counseling 1 (KC)

Continued experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor.

*prereq: COUNR 71800 and COUNR 71900*
*prereq or coreq: COUNR 72000*
*Hours 4 (includes 300 hours fieldwork)*
*Credits 4*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*
COUNR 72600 - Internship in Counseling 2 (KC)

prereq: COUNR 72500
Hours 4 (includes 300 hours fieldwork)
Credits 4
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNR 71600 - Resources and Foundations of Rehabilitation

History, philosophy, and principles of the vocational rehabilitation process. Economic, legal, ethical, and social issues influencing rehabilitation services. Observation of services available in state, city, and private agencies.

Hours 45 hrs
Credits 3

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs
Credits 3

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

Hours 45
Credits 3

Exit Requirements

1. An overall GPA of 3.0.
2. Complete all required workshops.

Computer Science Education - MSED/Advanced Certificate

The Master of Education in Computer Science Education will provide aspiring computer science teachers with the knowledge, pedagogical techniques, and experiences necessary to teach computer science at the middle and high school levels. The Master's program will include 40 graduate credits including 16 core graduate education credits, 9 graduate credits specific to computer science education, a 3 credit student teaching, and 12 additional computer science credits.
The Advanced Certificate in Computer Science Education will provide in-service teachers, certified in another subject area, with the knowledge, pedagogical techniques, and experiences necessary to teach computer science at the middle and high school levels. The certificate program will include 21 graduate credits including 9 credits in Computer Science Education, 12 additional credits in Computer Science.

Upon completing these programs, students will be recommended to NYSED for licensure in Computer Science Education.

**Admission Requirements**

**Master's Program:**

1. A bachelor's or master's degree from a regionally-accredited university with a minimum 3.0 GPA.
2. Resume and two professional references to be included with the application for matriculation. Interview with program faculty.
3. Test score on the GRE or similar equivalent exam.
4. Applicants must be admitted to both the Hunter School of Education and the Hunter School of Arts and Sciences

**Advanced Certificate Program:**

1. A bachelor's or master's degree from a regionally-accredited university with a minimum 3.0 GPA.
2. Proof of state certification as a middle or high school teacher.
3. Resume and two professional references to be included with the application for matriculation.
4. Interview with program faculty.
5. Test score on the GRE or similar equivalent exam.
6. Applicants must be admitted to both the Hunter School of Education and the Hunter School of Arts and Sciences

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Fieldwork Requirements**

All field experiences will take place in New York City.

**Course of Study**
Academic Plans

Master's: CSEDU-MSED
Credits: 40

Advanced Certificate: CSCIEDU-AC
Credits: 18

Courses for the Master's

**CSCI 70300 - Data Structures in a high level language**

This course will provide aspiring and practicing teachers with a deeper knowledge of computer science. Students will study data representation in computer systems and data abstraction techniques. Topics covered include static and dynamic storage methods, lists, stacks, queues, trees, recursion and analysis of algorithms and their applications relevant in a classroom setting.

*prereq: CSCI 70900*

*Hours 3*

*Credits 3*

**CSCI 70700 - Modern Topics and Concepts in Computer Science**

This course will provide aspiring and practicing teachers with base knowledge in a number of the most important disciplines in computer science. Students will study and create working systems using a variety of tools, techniques, and technologies. Sample topics include functional programming, data mining, computer graphics, and artificial intelligence.

*prereq: CSCI 70300*

*Hours 3*

*Credits 3*

**CSCI 70900 - Programming in high level language**

Programming in a high level language introduces students to computer programming and goes well beyond an introductory class. The course will provide an overview of a language such as Java language and dive into important programming concepts including object-oriented programming, inheritance, exception handling, debugging techniques and more.

*Hours 3 hrs.*

*Credits 3 cr.*

**CSCI 77800 - Ethics and Computer Science**

Ethical concerns are frequently ignored in technical fields but as a society we are discovering their immense importance. Algorithms can have unintended affects due to hidden bias, security and privacy can be affected negatively when decisions are made for technical merit or user convenience, and social networks have resulted in issues ranging from fake news to echo chambers and more. In this course, we will explore ethical issues in computer science through a combination of programming assignments, case studies and discussions of current events.
prereq or coreq: CSCI 70300

Hours 3 hrs
Credits 3 cr.

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71900 - Methods 1: Advanced Study of Secondary Learning Environments for Teaching Computer Science (KC)

Examines the interrelationship between the educational environment and the adolescent's learning of computer science. Teacher candidates study the basics of classroom management in the teaching of computer science as they explore the content and implementation of proposed national, New York State, and New York City standards for computer science. Fosters the use of technology as an educational tool to improve the technical literacy of the adolescent.

Hours 3.0
Credits 3.0
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72900 - Methods II: Intensive study of Teaching Diverse Learners in Computer Science Grades 7-12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population emerging state and professional standards-based curriculum in computer science. Innovative uses of technology, development of instructional units, individualizing for a diverse population of students, and strategies for managing problem behavior will be emphasized throughout the course.

Hours 3.0
Credits 3.0
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 73600 - Curriculum Design for Computer Science (KC)
This course will prepare candidate teachers to design complete units of study ranging from standalone class units to complete courses to a sequence of courses. Candidates will learn to build developmentally appropriate materials by looking at curriculum from top down and bottom up perspectives as well as how computer science fits within an adolescent's full education. Candidates will also be required to complete fifty hours of fieldwork. Most of these hours would be at the candidates grade level (high school, primary school, etc.) but will include an experience in levels K-6 and 7-12 to align with state regulations. Fieldwork will be under the supervision of a Hunter College faculty member and a certified teacher in New York City schools selected by the college.

**Hours** 3  
**Credits** 3

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SEDC 75900 - Student Teaching for Computer Science (KC)**

Teacher candidates complete 60 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member and a certified teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 71900 and SEDC 72900*  
**Hours** 3.0  
**Credits** 3.0

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

**Hours** 45 hrs,  
**Credits** 3 cr

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

**Hours** 30 hrs, plus 36 hrs fieldwork,  
**Credits** 2 cr

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**
Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

Hours 30 hrs, plus lab,
Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or AR TED 71000 or SEDC 71900 or SEDC 72900

Hours 45
Credits 3

Courses for the Advanced Certificate

CSCI 70300 - Data Structures in a high level language
This course will provide aspiring and practicing teachers with a deeper knowledge of computer science. Students will study data representation in computer systems and data abstraction techniques. Topics covered include static and dynamic storage methods, lists, stacks, queues, trees, recursion and analysis of algorithms and their applications relevant in a classroom setting.

prereq: CSCI 70900
Hours 3
Credits 3

CSCI 70700 - Modern Topics and Concepts in Computer Science

This course will provide aspiring and practicing teachers with base knowledge in a number of the most important disciplines in computer science. Students will study and create working systems using a variety of tools, techniques, and technologies. Sample topics include functional programming, data mining, computer graphics, and artificial intelligence.

prereq: CSCI 70300
Hours 3
Credits 3

CSCI 70900 - Programming in high level language

Programming in a high level language introduces students to computer programming and goes well beyond an introductory class. The course will provide an overview of a language such as Java language and dive into important programming concepts including object-oriented programming, inheritance, exception handling, debugging techniques and more.

Hours 3 hrs.
Credits 3 cr.

CSCI 77800 - Ethics and Computer Science

Ethical concerns are frequently ignored in technical fields but as a society we are discovering their immense importance. Algorithms can have unintended affects due to hidden bias, security and privacy can be affected negatively when decisions are made for technical merit or user convenience, and social networks have resulted in issues ranging from fake news to echo chambers and more. In this course, we will explore ethical issues in computer science through a combination of programming assignments, case studies and discussions of current events.

prereq or coreq: CSCI 70300
Hours 3 hrs
Credits 3 cr.

Take Either:

SEDC 71900 - Methods 1: Advanced Study of Secondary Learning Environments for Teaching Computer Science (KC)

Examines the interrelationship between the educational environment and the adolescent's learning of computer science. Teacher candidates study the basics of classroom management in the teaching of computer science as they explore the content and implementation of proposed national, New York State, and New York City standards for computer science.
Fosters the use of technology as an educational tool to improve the technical literacy of the adolescent.

*Hours 3.0*
*Credits 3.0*

**This Key Course requires a grade of B or better.**
**Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.**
**This course may be repeated only once.**

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**SEDC 72900 - Methods II: Intensive study of Teaching Diverse Learners in Computer Science Grades 7-12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population emerging state and professional standards-based curriculum in computer science. Innovative uses of technology, development of instructional units, individualizing for a diverse population of students, and strategies for managing problem behavior will be emphasized throughout the course.

*Hours 3.0*
*Credits 3.0*

**This Key Course requires a grade of B or better to pass.**
**Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.**
**This course may be repeated only once.**

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**SEDC 73600 - Curriculum Design for Computer Science (KC)**

This course will prepare candidate teachers to design complete units of study ranging from standalone class units to complete courses to a sequence of courses. Candidates will learn to build developmentally appropriate materials by looking at curriculum from top down and bottom up perspectives as well as how computer science fits within an adolescent's full education.

Candidates will also be required to complete fifty hours of fieldwork. Most of these hours would be at the candidates grade level (high school, primary school, etc.) but will include an experience in levels K-6 and 7-12 to align with state regulations. Fieldwork will be under the supervision of a Hunter College faculty member and a certified teacher in New York City schools selected by the college.

*Hours 3*
*Credits 3*

**This Key Course requires a grade of B or better to pass.**
**Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.**
**This course may be repeated only once.**

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**Exit Requirements**

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

**Deaf and Hard-of-Hearing - MSEd**

**Program Coordinator**

The School of Education offers graduate programs that prepare students to become teachers of the Deaf and Hard of Hearing. Graduates of the Deaf and Hard of Hearing program typically become itinerant or classroom teachers for students who are deaf and hard of hearing with a wide range of hearing levels and communication modality, both signed and oral.

The master’s degree in Deaf and Hard of Hearing offers two programs. Program 1 (Academic Plan: DEAFN-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and deaf and hard of hearing. Program 2 (Academic Plan: DEAFW-MSED) is for those who hold NYS certification and leads to single certification in deaf and hard of hearing.

**Admission Requirements**

**Program 1**

For applicants who do not hold NYS certification in Childhood Education

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5; plus
   A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Program 2**

For applicants who hold Early Childhood, Childhood, PreK-Grade 6, Middle Childhood or Adolescent Education NYS certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5; plus
2. NYS initial, professional, or permanent certification in Early Childhood, Childhood, PreK-grade 6, Middle Childhood or Adolescent Education. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 715, a 1-credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: DEAFN-MSED
- Program 2: DEAFW-MSED

Total Credits

- DEAFN-MSED: 43-55
- DEAFW-MSED: 33-39

Courses for Programs 1 and 2

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

Hours 3 hrs
Credits 3 cr

SPED 70100 - Assessment of Students with Disabilities

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.
SPED 70200 - Classroom Management in Special Education and Inclusive Settings

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

SPED 70700 - Research Seminar: Issues in Special Education (KC)

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

SPED 72000 - American Sign Language I

An intensive first course in American Sign Language (ASL), designed to establish a foundation of ASL communicative competence. Emphasizes ASL grammar, vocabulary, receptive and expressive skills, fingerspelling, numbers, and spatial and pronominal reference.

SPED 72100 - American Sign Language II

This intensive course continues material covered in SPED 720. Emphasizes increased communicative competence in ASL, as well as grammar, vocabulary, and receptive and expressive skills.
SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. Differences are highlighted between ASL and English linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course.

prereq: SPED 72100
Hours 60 hrs lab,
Credits 2 cr

SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing

History of theory, practice and conceptualizations in the education of students who are deaf and hard-of-hearing. The study of language acquisition (English and ASL), bilingualism, and learning English as a second language in hearing and deaf children. Linguistic understanding and analysis of the components of language proficiency. Educational settings, issues of inclusion, and use of technology.

Hours Includes 10 hours of field experience 45 hrs,
Credits 3 cr

SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of-Hearing: Methods 1

Theoretical and practical aspects of deaf children's receptive and expressive language use. Instructional procedures used to facilitate language acquisition in deaf and hard-of-hearing children and their learning to read and write. Assessment, instructional procedures, specific remediation techniques, and technology supports.

prereq: SPED 70000 and SPED 73000
coreq: must take SPED 73300 in semester immediately following.
Hours 3 hrs
Credits 3 cr.
Fall only

SPED 73300 - Math and Across-the-Curriculum Adaptations for Students who are Deaf and Hard-of Hearing: Methods 2

Methods for assessing and teaching deaf and hard-of-hearing students in mathematics, science, social studies, other content areas, and time/space organization. Focus on math concept development and compensations; reading/writing and the arts across the curriculum; and organizational strategies for school, home and life.

prereq: (immediate preceding semester) SPED 73100
prereq or coreq: SPED 70000
Hours Includes 15 hrs of field experience
Credits 3 credits
Spring only
SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing

Psycho-acoustic aspects of speech sounds and their relationship to speech acquisition in hearing and deaf children. Effects of various degrees of hearing loss on speech acquisition; sense modalities in speech production; typical voice and speech errors in deaf and hard-of-hearing children; methods, procedures, materials, and technology used for speech development and remediation; inclusion of deaf and hard-of-hearing students.

prereq or coreq: SPED 70000
Hours Includes 5 hrs of field experience
Credits 3

SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing

Principles and methods of teaching speech and auditory training. Methods, procedures and materials used in development of oral communication, supports for inclusive settings and use of technology.

prereq or coreq: SPED 70000
Hours Includes 5 hrs of field experience
Credits 3 credits

- Take either -

SPED 73700 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 12 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills prerequisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,
Credits 4 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or two of the following (must include two different grade levels) -

SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6 (KC)
Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 721, SPED 733
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 721, SPED 733
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and
management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73762 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 5-9 (KC)

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73763 - Supervised Practicum: Deaf and Hard-of-Hearing, Grade 7–12 (KC)

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 7300, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Additional Courses for Program 1

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70900 - Child Development Grades 1-6
Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

*Hours includes 5 hrs of field work*
*Credits 3*

**CEDC 70350 - Teaching Science in the Elementary School**

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

*prereq or coreq: CEDF 70900*
*Credits 3*

**CEDC 70450 - Teaching Developmental Reading**

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

*prereq or coreq: CEDF 70900*
*Hours includes 10 hrs of fieldwork*
*Credits 3*

**CEDC 70550 - Mathematics Curriculum and Methods**

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

*prereq or coreq: CEDF 70900*
*Hours includes 10 hrs of fieldwork*
*Credits 3*

**CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology**

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.
CEDF 70900 and CEDC 70450

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

CEDF 70900, CEDC 70450 and 70550

15 hrs of seminar plus 50 hrs fieldwork

Credits 1

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

15 hrs,

Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
   - and either -
   an original written research proposal
   - or -
   a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

Early Childhood Development and Learning: Diverse Children and Families - MSEd

Program Coordinator

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These graduate programs prepare students to support infants, toddlers, preschoolers and early elementary children in inclusive, integrated, and self-contained classrooms, as well as homes and communities.

We offer two programs:

- Program 1 (Academic Plan: SENB2-MSED) leads to dual certification: early childhood and students with disabilities birth to grade 2, for those with no NYS certification or NYS certification in an area other than early childhood education.
- Program 2 (Academic Plan: SEWB2-MSED) leads to single certification in students with disabilities birth to grade 2, for those with NYS Early Childhood Education certification.

Admission Requirements

Program 1

For applicants who do not hold NYS certification in Early Childhood Education.

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

OR

1. Any NYS teacher certificate other than Early Childhood Education.
2. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

Program 2

For applicants who hold NYS certification in Early Childhood Education, Birth to Grade 2

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. NYS certification in Early Childhood Education or PreK-Grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards
1. **Minimum GPA for Retention** - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. **No F in the first two semesters** — students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. **Progress holds due to Incomplete Grades** - Students with two or more INCs will not be allowed to register for any courses.

4. **Key Course Performance Standards**
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plans**

- **Program 1: SENB2-MSED**
- **Program 2: SEWB2-MSED**

**Total Credits**

- **SENB2-MSED**: 42-54
- **SEWB2-MSED**: 36

**Courses for Programs 1 and 2**

**SPEDE 76800 - Fostering Development in Young Children with Diverse Abilities: Historical, Political, and Inclusive Perspectives**

This course explores the variability of development in infants and young children, and related developmental promotion approaches, through a lens of cultural, linguistic, and ability diversity. Functional developmental competencies and the range of developmental consequences within specific diagnoses will be examined, including the implications for supporting learning and development in classrooms, homes, and communities. The evolution of laws, regulations, and inclusive practices to current early intervention and early childhood special education recommended practices will be situated within this developmental framework.

*prereq or coreq: ECF 700 (for Program 1 students only)*

*Hours Includes 5 hrs field experience,

*Credits 3*

**SPEDE 76900 - Evaluation, Assessment, and Program Planning for Infants and Young Children with Special Needs (KC)**

Developmentally appropriate and recommended practices for assessing the development and learning of young children from infancy through age 7 years (second grade) and identifying family strengths and supports. Application of tools, observations, and discussions with informed others to make decisions in screening, evaluation and program planning will be explored within a transdisciplinary team. Students must receive a grade of B or better.

*prereq or coreq: ECF 700 and ECC 703 (for Program 1 students only); and SPEDE 768*
SPEDE 77000 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods. Students must receive a grade of B or better.

prereq or coreq: SPEDE 76800 and SPEDE 76900; OR SPED 70000 and SPED 79000

SPEDE 77100 - Autism Spectrum Disorder: Characteristics and Implications for Intervention

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

prereq or coreq: SPEDE 770

SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

prereq: SPEDE 768 OR SPED 700

SPEDE 77300 - Families, Parenting, and Family-Professional Partnerships: Theories, Research, and Practices (KC)
This yearlong course focuses on the significant influence of the family in early childhood learning and development and evidence-based strategies for creating and sustaining effective family-professional partnerships to optimize family and child outcomes in classroom, home, and community settings. The developmental process of parenting, family capacity-building approaches, and convergence of family and professional expertise to promote child learning and development will be examined across diverse cultures, languages, abilities, settings, and urban contexts.

**prereq or coreq: SPEDE 770**

*Hours 3.0 (YL)*

*Credits 3.0 (YL)*

*Includes 5 hrs field experience.*

This is a yearlong course.

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)**

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.

**prereq: SPEDE 77000 and SPEDE 77200 (for all programs); and ECC 70400 or ECC 70900 (for Program 1 students only)**

*Hours 3 hrs: includes 5 hrs field experience*

*Credits 3 cr*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPEDE 77600 - Introductory Field Experience in Early Childhood Special Education (KC)**

Preparatory experience in a program supporting young children with diverse abilities; emphasis on what it means to be an early intervention/early childhood special education professional; One field placement of 10 days in a Kindergarten or Grade 1 or 2 setting.

**prereq: ECC 71200 (for Program 1 students only)**

**prereq or coreq: SPEDE 77000**

*Hours 2 hrs.*

*Credits 2 cr.*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPEDE 70700 - Research Seminar: Issues in Early Intervention and Early Childhood Special Education**
Integration of theory, research and practice as related to the field of early childhood special education. Focus is on researching and applying evidence-based practices with fidelity across individuals and environments.

prereq or coreq: SPEDE 778.10 OR SPEDE 779.10
Hours 3 for 5 weeks
Credits 1 cr.

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 10 hours of field experience, 45 hrs.
Credits 3 cr

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 15 hrs of field experience
Credits 3 cr

Take Either

SPED 77810 - Initial Student Teaching in Early Childhood Special Education (KC)

First, full semester, supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.10 must also take either SPEDE 77820 or SPEDE SPEDE 77920 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting.)

prereq: SPEDE 77600
Hours 3 hrs. plus full semester of student teaching
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE 77820 - Final Student Teaching in Early Childhood Special Education (KC)**

Second, full-semester, intensive supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.20 must have already taken either SPEDE 77810 or SPEDE 77910 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting.)

**prereq:** SPEDE 77400 and either SPEDE 77810 or SPEDE 77910  
**Hours:** 3 hrs. plus full semester of student teaching  
**Credits:** 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

Or

**SPEDE 77810: Initial Student Teaching in Early Childhood Special Education (3)**

**SPEDE 77920 - Final Practicum in Early Childhood Special Education (KC)**

Second intensive supervised experience designed as a practicum at the candidate’s job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.20 must have already taken SPEDE 77810 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

**prereq:** SPEDE 77400 and SPEDE 77810  
**Hours:** 3 hrs. plus full semester of practicum experience in worksite  
**Credits:** 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

Or

**SPEDE 77910 - Initial Practicum in Early Childhood Special Education (KC)**

First intensive supervised experience designed as a practicum at the candidate’s job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.10 must also take SPEDE 77820 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)
prereq: SPEDE 77600
Hours 3 hrs plus full semester of practicum experience in worksite
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77820: Final Student Teaching in Early Childhood Special Education

Or

SPEDE 77910: Initial Practicum in Early Childhood Special Education

SPEDE 77800 - Student Teaching in Early Childhood Special Education (KC)

Supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and an abbreviated field experience. (Note that students who take SPEDE 77800 must also take SPEDE 77900 in addition to either SPEDE 77910 or SPEDE 77920 and the placement for SPEDE 77800 must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2 – than SPEDE 779. One semester of SPEDE 778 or SPEDE 779 must be in a PreK setting.)

prereq: SPEDE 77600, ECC 71200
prereq or coreq: SPEDE 77100
Hours 1.0
Credits 1.0
(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

30 hrs seminar plus 30 days student teaching

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77900 - Practicum in Early Childhood Special Education (KC)

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200
prereq or coreq: SPEDE 77100
Hours 30 hrs seminar plus conferences,
Credits 2
(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth–five], Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
Additional Courses for Program 1

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000*
*Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*
*Credits 3*

**ECC 70400 - Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

*prereq or coreq: ECF 70000*
*Hours 45 hrs*
*Credits 3*

**ECC 70700 - Language and Literacy: English Language Learners**

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400*
*prereq or coreq: 70500 or 70600*
*Hours 15 hrs*
*Credits 1*

**ECC 70900 - Mathematical and Scientific Thinking in Early Childhood**

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

*prereq or coreq: ECC 70300*
*Hours 45 hrs*
*Credits 3*
ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

prereq: ECC 70300
Hours 15 hrs of seminar plus 50 hrs in the field
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

Hours 45 hrs
Credits 3

ECF 70000 - Child Development: Birth to Age Eight

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels
Credits 3

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily in the development of a comprehensive teaching portfolio (partial requirements of SPEDE 77820 and SPEDE 77920). The portfolio must demonstrate competence in assessment, program planning, intervention, and progress monitoring, as well as reflective practices.

4. Complete the Dignity for All Students Act (DASA) workshop.

**Early Childhood Development and Learning: Diverse Children and Families with Annotation in Severe/Multiple Disabilities**

**Program Coordinator**

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Graduates from the severe/multiple disabilities program (ECSB2-MSED) will be able to serve in such roles as specialized teachers of learners with severe disabilities, including deafblindness; inclusion support providers; and as collaborative team teachers with general education teachers in public and private schools, private agencies, hospitals and clinics. This program also leads to an extension annotation certificate in Severe/Multiple Disabilities.

This program offers three tracks (or subplans):

- Track 1 (Subplan: ECSMDLNYSC) is a dual certification track for those with no NYS certification.
- Track 2 (Subplan: ECSMDANYSM) is for those with any other NYS certification.
- Track 3 (Subplan: ECSMDANYSC) is for those with Early Childhood Education certification.

**Admission Requirements**

**Track 1**

For applicants who do not hold NYS certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0;  
   or  
   A master's degree from an accredited institution with a GPA of at least 3.5.

2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.

3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Track 2**

For applicants who hold NYS certification in an area other than Early Childhood

1. Any New York State teacher certificate other than Early Childhood Education.
2. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Track 3**

For applicants who hold NYS certification in Early Childhood Education

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. New York State initial/permanent teacher certification in Early Childhood or PreK-Grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plan**

**ECSB2-MSED**

**Subplans**

- TRACK 1: ECSMDLNYS
- TRACK 2: ECSMDANYSM
- TRACK 3: ECSMDANYSC

**Total Credits**

- ECSMDLNYS: 53-60
Courses for Tracks 1, 2 and 3

**SPED 70000 - Issues and Practices in Educating Students with Disabilities**

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

*Hours 45 hours; includes 5 hours of field experience*

*Credits 3*

**SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100*

*Hours (includes 10 hours of field experience),*

*Credits 3 cr*

**SPED 70700 - Research Seminar: Issues in Special Education (KC)**

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

*Hours 45 hrs,*

*Credits 3 cr*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPED 74600 - Educational Implications of Learners Who Are Deafblind**

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

*prereq: SPED 70000, SPED 79000 or SPED 74100*
SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.

prereq or coreq: SPED 70000

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

prereq or coreq: SPED 70000, SPED 79000

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.
**SPEDE 77000 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)**

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods. Students must receive a grade of B or better.

**SPEDE 77100 - Autism Spectrum Disorder: Characteristics and Implications for Intervention**

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

**SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs**

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.


This yearlong course focuses on the significant influence of the family in early childhood learning and development and evidence-based strategies for creating and sustaining effective family-professional partnerships to optimize family
and child outcomes in classroom, home, and community settings. The developmental process of parenting, family
capacity-building approaches, and convergence of family and professional expertise to promote child learning and
development will be examined across diverse cultures, languages, abilities, settings, and urban contexts.

prereq or coreq: SPEDE 770
Hours 3.0 (YL)
Credits 3.0 (YL)
Includes 5 hrs field experience.

This is a yearlong course.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)**

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education
curriculum; Data-based decisions within a response to intervention framework and individualized modifications and
adaptations, instructional approaches and specific methodologies effective with young children are emphasized.

prereq: SPEDE 77000 and SPEDE 77200 (for all programs);
and ECC 70400 or ECC 70900 (for Program 1 students only)
Hours 3 hrs: includes 5 hrs field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And -

**SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities
including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation,
creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences
Credits 2
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -
SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar plus 36 days student teaching K-2), plus conferences
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- plus -

SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, pre-K), plus conferences
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

SPEDE 79553 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, K-2), plus conferences
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
Additional Courses for Track 1

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels*
*Credits 3*

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000*
*Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*
*Credits 3*

**ECC 70600 - Language and Literacy: K through Grade 2**

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

*prereq or coreq: ECC 70500 (early childhood students only)*
*Hours 45 hrs*
*Credits 3*

**ECC 70700 - Language and Literacy: English Language Learners**

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400*
*prereq or coreq: 70500 or 70600*
*Hours 15 hrs*
*Credits 1*

**ECC 70900 - Mathematical and Scientific Thinking in Early Childhood**

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)
prereq or coreq: ECC 70300  
Hours 45 hrs  
Credits 3

**ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)**

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

prereq: ECC 70300  
Hours 15 hrs of seminar plus 50 hrs in the field  
Credits 1

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**ECC 71300 - The Expressive Arts in Early Childhood**

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

Hours 45 hrs  
Credits 3

**HED 71500 - Health Education for Special Educators**

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,  
Credits 1 cr

**Additional Courses for Track 2**

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

prereq or coreq: ECF 70000  
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels  
Credits 3
ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

prereq: ECC 70300
Hours 15 hrs of seminar plus 50 hrs in the field
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Tracks 2 and 3 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):
   a comprehensive research-based oral presentation on a current special education issue
   - and either -
   an original written research proposal
   - or -
   a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

Early Childhood Education, Birth through Grade 2 - MSEd

This program (Academic Plan: ECEB2-MSED) leads to NYS certification in Early Childhood Education. It is recognized by the National Association for the Education of Young Children (NAEYC) and prepares candidates for teaching in a variety of educational settings within the birth to grade 2 levels. This program is not designed for those who already have NYS certification in Early Childhood Education.

ECEB2-MSED has two tracks (or subplans). Track 1 (Subplan: ECEB2LNYSC) is for applicants with no prior NYS certificate. Track 2 (Subplan: ECEB2ANYSC) is for applicants who have prior NYS certificate.

Admission Requirements

Track 1

For applicants who do not hold New York State Certification
1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. A personal statement.
5. Two letters of recommendation.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

### Track 2

For applicants who hold NYS certification in Childhood Education, Common Branches PreK- Grade 6, Childhood or Early Childhood Special Education, or TESOL

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. NYS initial, professional, or permanent certification in Childhood Education, Pre-K-Grade 6, Students with Disabilities Birth to Grade 2 or Grades 1-6, or TESOL.
3. A personal statement.
4. Two letters of recommendation.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

### Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

### Course of Study

**Academic Plan**

**ECB2-MSED**

**Subplans**

- **Track 1: ECB2LNYS**
- **Track 2: ECB2ANY**
Total Credits

- ECEB2LNYS: 36-42
- ECEB2ANYSC: 30-35

Courses for Tracks 1 and 2

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels*
*Credits 3*

**ECF 70100 - Social and Historical Contexts of Early Childhood Education**

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours 45 hrs*
*Credits 3*

**ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2**

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000*
*Hours 45 hrs*
*Credits 3*

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000*
*Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*
*Credits 3*

**ECC 70700 - Language and Literacy: English Language Learners**
Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

**coreq:** ECC 70400  
**prereq or coreq:** 70500 or 70600  
**Hours** 15 hrs  
**Credits** 1  

**ECC 70800 - Children with Special Needs: Birth through Grade 2**  
The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

**prereq:** ECC 70300  
**prereq or coreq:** ECF 70200  
**Hours** 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels  
**Credits** 3  

**ECC 71300 - The Expressive Arts in Early Childhood**  
Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

**Hours** 45 hrs  
**Credits** 3  

**ECC 71400 - Health, Safety and Nutrition in Early Childhood**  
This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

**prereq or coreq:** ECF 70000  
**Hours** 45 hrs  
**Credits** 3  

**ECC 71500 - Educational Technology in Early Childhood**  
Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

**Hours** 15 hrs,  
**Credits** 1 cr  

**ECC 72000 - Integrative Seminar in Early Childhood Education**
Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)
Credits 3

- Take Either -

ECC 71600 - Student Teaching in Early Childhood Settings (KC)

A full semester of student teaching in one of the required age/grade levels (Pre-K, K, grades 1-2) that supplement pre-student teaching field experience (Birth-3, preK-2).

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

Hours 30 hrs of seminar plus 60 days of student teaching
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

ECC 71700 - Supervised Practicum in Early Childhood (KC)

This course has two key components: (1) A full semester of practicum in Pre-K, K, or grades 1-2 and (2) biweekly seminar (30 hours). It builds on prior coursework and field experiences by providing guidance and reflective discussion that allow teacher candidates to enhance their teaching skills in early childhood education settings. Specific information regarding professional issues, ethical behaviors, and child advocacy is provided and reviewed. In addition, this course will align the practicum experience with the expectations of the edTPA in order to support teacher candidates with the preparation and submission of their portfolios.

prereq: ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200
Hours Bi-weekly seminar (30 hrs)
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

ECC 71800 - Early Childhood Student Teaching (KC)
This is a college supervised experience and is offered during the regular academic year and in the summer to facilitate the opportunity for practice at a different age/grade level than ECC 71700. This course has two key components: (1) a minimum of 30-days of student teaching in Pre-K, or grades 1-2 and; (2) biweekly seminar (15 hours).

prereq: ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200
Hours Bi-weekly seminar (15 hrs)
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Additional Courses for Track 1

**ECC 70500 - Language and Literacy: Birth through Kindergarten**

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3

**ECC 70600 - Language and Literacy: K through Grade 2**

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

prereq or coreq: ECC 70500 (early childhood students only)
Hours 45 hrs
Credits 3

**ECC 71000 - Early Childhood Mathematics: Birth through Grade 2**

Theories and research that focus on the relationship between children's development and learning of mathematical concepts and skills. Appropriate mathematics activities for children from birth to second grade and ways of assessing mathematical learning in diverse infant, toddler, preschool, and grade K-2 settings. (Required in Program 1.)

prereq or coreq: ECC 70300
Hours 45 hrs
Credits 3

**ECC 71100 - Science in Early Childhood Education: Birth through Grade 2**
Theories and research of scientific thinking in young children; the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Ways of assessing science learning in infant, toddler, preschool, and grade K–2 settings. (Required in Program 1.)

prereq or coreq: ECC 70300  
Hours 45 hrs  
Credits 3

**ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)**

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

prereq: ECC 70300  
Hours 15 hrs of seminar plus 50 hrs in the field  
Credits 1

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**Additional Courses for Track 2**

**ECC 70400 - Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

prereq or coreq: ECF 70000  
Hours 45 hrs  
Credits 3

**ECC 70900 - Mathematical and Scientific Thinking in Early Childhood**

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

prereq or coreq: ECC 70300  
Hours 45 hrs  
Credits 3

**Note(s)**
Please note: Students who qualify for waivers may take ECC 719.51, .52, .53 (Special Topics in Early Childhood Education, 1, 2 and 3 credits), or a course in another program with permission of the Early Childhood Program coordinator. Students may be exempted from up to 6 credits (Track 1) or 5 credits (Track 2) based on prior equivalent course work.

Exit Requirements

1. An overall GPA of 3.0.
2. Track 2 students must maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

Educational Leadership: SBL/SDL - MSEd

This master's degree program (Academic Plan: SDL-MSED) is designed to prepare NYS certified teachers for roles in administration and supervision of preK-grade 12 educational settings. Graduates of this program are eligible for NYS certification in both School Building Leader and School District Leader.

Admission Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.0.
2. Permanent or professional NYS certification as a teacher and/or pupil personnel service provider within grades PreK-12.
3. A minimum of three years of approved teaching and/or school service within grades PreK-12 under regular appointment (or its equivalent for counselors, social workers, and school psychologists) or two years approved teaching and/or school service and at least one year of relevant management/leadership experience.
4. Two letters of recommendation, including a letter of support from the candidate's immediate site supervisor.
5. An on-site interview process that includes both oral and written activities.
6. Submission of official score report on the Graduate Record Examination (GRE).

Progress Standards

1. Complete and pass comprehensive examination prior to enrollment into ADSUP 75100, the internship seminar.
2. Students must complete all Key Assessments built around accepted professional standards in the field of Education Leadership.

Course of Study

Academic Plan

SDL-MSED

Total Credits

32
ADSUP 70400 - Leadership to Enhance Human Resources

Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts; intensive experience in group process and the development of a positive school climate and culture.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71500 - Supervision for the Improvement of Instruction

An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71600 - Leadership Strategies for School Reform

An introduction to leadership theory, school, district reform and the school principalship. Leadership theory is explored from a systems perspective with a focus on both the theoretical and practical tools for promoting school and district change that leads to high levels of student achievement.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71700 - Seminar in Evaluating and Applying Educational Research

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 72100 - Legal Issues, Finance, Facilities and Operations

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.
**ADSUP 73100 - Using Data, Technology and Assessment to Plan and Design Curriculum and Instruction**

This course provides students seeking to be instructional leaders with both the theoretical and the practical considerations necessary for using technology, data, and assessment to plan and design curriculum for effective instruction.

**ADSUP 74100 - School District Leadership: Problems and Issues**

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

**ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision (KC)**

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

**Exit Requirements**

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certificate.
3. Require a minimum of two academic years of full-time graduate level study.
4. The culminating experiences of the program consist of an oral exit interview and a program portfolio review of selected leadership experiences and reflections on the learning process.
5. Must pass the School of Education technology assessment, embedded in courses.
6. Pass both parts of the NYSTCE School District Leader (SDL) exam.
7. Pass the NYSTCE Educating All Students (EAS) exam.
8. Complete the Dignity for All Students Act (DASA) workshop.

Elementary Mathematics Specialist Professional Certificate - MSEd

This MSEd program (Academic Plan: EMTSP-MSED) will provide certified elementary school teachers a substantial background in mathematics, pedagogy and leadership giving them the knowledge and skills necessary to be an effective professional development facilitator, coach, cluster teacher, and mentor. For those with Initial NYS Certification, this program will fulfill the master's degree requirement for Professional Certification. The New York State Education Department (NYSED) requires all certified teachers to obtain a master's degree within their first five years of teaching.

Admissions Requirements

1. A bachelor's degree from an accredited institution with an overall GPA of at least 3.0. Students with a master's degree must have an overall GPA of at least 3.3 in their graduate coursework.
2. NYS certification in Childhood Education Grades 1-6.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
4. Preference will be given to candidates with teaching experience in grades 1-6.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan
Entering students are expected to have college credit for at least two mathematics courses equivalent to Hunter's MATH 10400 and MATH 10500. If they do not have those courses, they will be conditioned in them and expected to complete the courses before taking other coursework in the program.

**CEDC 74000 - Contemporary Mathematics in the Elementary School**

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs.*
*Credits 3*

**CEDC 74300 - Research Seminar in Mathematics/Science Education**

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

*Hours 45 hrs*  
*Credits 3*

**CEDC 74400 - Development of Mathematical/Scientific Concepts in Children**

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

*prereq: all program courses except CEDC 74200 and CEDC 74300*

*Hours 45 hrs*  
*Credits 3*

**CEDC 74700 - Number Theory and Algebra in Elementary Curriculum**

A study of the underpinnings of Number Theory and Algebra and the role they play in curriculum, teaching and student learning. This course gives participants a deeper understanding of algebra and how students learn transition from arithmetic to algebraic reasoning.

*prereq: The course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.*  
*Hours 45 hrs*  
*Credits 3*

**CEDC 74800 - Geometry and Measurement in the Elementary**

A study of the underpinnings of Geometry and Measurement and the role they play in curriculum, teaching, and supporting student learning. Topics in Geometry and Measurement are important concepts at the elementary school
level and this course gives participants a deeper background in these two areas. Additionally, pedagogical practices important in these areas will be examined as well as a deep study of how students develop these concepts through curriculum, representations, manipulatives, and pedagogical practices will be discussed.

_prereq: This course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers._
_Hours 45_  _Credits 3_

**CEDC 74900 - Leadership in Elementary School Mathematics**

A study of mathematics leadership and the development of mentors, coaches, and leaders of professional development.

_prereq: This course is intended for students in the Elementary Mathematics Specialist program. Completion of at least 24 credits in the program._
_Hours 45_  _Credits 3_

**MATH 61000 - Mathematics for the Elementary School from an Advanced Standpoint**

Study, from an advanced standpoint, of the mathematics involved in the elementary school common core, with special focus on Numbers and Quantities; Algebra and Change. Open only to Teacher Education Program students.

_prereq: MATH 10400 and MATH 10500 or their equivalent. Entry is by departmental permission._
_Hours 3 hrs_  _Credits 3 cr._
_The course is intended for students in the Elementary Mathematics Specialist Program._

**STAT 61200 - Discrete Probability**

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

_prereq: a statistics course on or above the level of STAT 11300_  _Hours 3_  _Credits 3_

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- **Plus choose two (2) -**

  Substitutions in this category can be made with consent of the adviser

**MATH 63300 - Axiomatic Geometry**

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical context.

_prereq: departmental permission_
MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.

prereq: none

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

prereq: a course in multivariate calculus and a course in linear algebra

And choose one (1)

STAT 61300 - An Introduction to Statistics

An Introduction to statistics and statistical computing. Hands-on data analysis, Graphical inference. The five number summary, box plots, scatterplots, normal probability plots. Elementary probability. Statistical estimation and hypothesis testing. Linear regression. Students are expected to analyze real data sets and write reports. Data analysis uses appropriate statistical software. This course is intended for teachers.

STAT 61400 - Data Analysis Using Statistical Software

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.

Note:

If a student has already taken a course with content comparable to a course in the program, documented by college catalog description, and the student attained a grade of B or better in the course as documented by an official college transcript, then the student will be allowed to choose a course approved by the program adviser as a substitute for the existing program course.
Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

Literacy Education: Birth - Grade 6 - MSEd

This master's degree program (Academic Plan: LTYB6-MSED) is designed for teachers with NYS certification in Early Childhood or Childhood Education to become teachers of literacy and reading at the Early Childhood and elementary grade levels. This program leads to certification in Literacy Birth to Grade 6.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. NYS initial, professional, or permanent certification in Early Childhood Education, Childhood Education, Pre K-Grade 6, TESOL or Special Education.
3. A letter of recommendation from a supervisor as one of the two letters of recommendation.
4. On-site writing sample after the application is reviewed.
5. On-site interview after the application is reviewed.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

LTYB6-MSED

Total Credits
ECC 70400 - Language and Literacy: Birth through Grade 2

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500
Hours includes 10 hrs in the field analyzing language use of ESL learners
Credits 3 cr

EDLIT 73100 - Literacy Assessment: Birth–Grade 6 (KC)

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards.

prereq or coreq: ECC 70400 and EDLIT 73500
Hours 45 hrs and 15 hrs in the field assessing diverse learners
Credits 3 cr
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 73200 - Children’s Literature

Exposure to the breadth, depth, and utilization of children’s literature and its role in children’s development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined.

Hours Includes 5 hrs in a classroom-based dramatic demonstration
Credits 3 cr
EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6

Development and assessment of writing skills including analysis of techniques and environments that foster writing development in all children (ESL, gifted, special needs). State writing standards and technology are integrated.

_Hours Includes 15 hours in the field observing and analyzing writing development_
_Credits 3 cr_

EDLIT 73400 - Literacies within the Disciplines: K–Grade 6

Exploration into the literacy demands inherent in the academic subjects of math, science, health education and social studies, as well as media, technology and the arts.

_prereq or coreq: ECC 70400 and EDLIT 73500_
_Hours Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy_
_Credits 3 cr_

EDLIT 73500 - Survey of Instructional Approaches in Literacy Education: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

_Hours Includes 5 hours fieldwork_
_Credits 3 cr_

EDLIT 73600 - Practicum in Literacy Assessment (KC)

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for assessing literacy achievement and related language skills.

_prereq: EDLIT 73100_
_Hours Includes 15 hours of diagnosis, under supervision, of students with reading difficulties_
_Credits 3 cr_

_This Key Course requires a grade of B or better to pass._
_This course may be repeated only once._

EDLIT 73700 - Practicum in Literacy Intervention (KC)

Theoretical and practical consideration and procedures in the instruction of students with literacy difficulties.

_prereq: EDLIT 73600_
_Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College_
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 73900 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Pre-K-6

Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in early childhood and childhood settings, with emphasis on students with special needs.

prereq or coreq: None
Hours 3 (includes 15 hours fieldwork)
Credits 3

EDLIT 74000 - Leadership in Literacy (KC)

Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master's in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.

prereq: EDLIT 74500; minimum of 27 credits in the literacy program
Hours 45 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 74200 - Practicum in Literacy (KC)

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.

prereq: Pre-requisite EDLIT 73100
Hours 15 hr seminar plus 50 hrs in the field,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 74500 - Literacy Research for Change

This course aims at learning to understand and use research methodologies in literacy education—qualitative, quantitative and mixed methods. The culminating project is a comprehensive literature review in an area of literacy
education, which will lead to a staff development project in the final course, EDLIT 74000, Leadership in Literacy. Course participants will not only become informed consumers of literacy research but also teacher researchers advocating for diverse, urban student populations.

prereq: EDLIT 73100 or EDLIT 75600

Hours 45
Credits 3

Note: Students may be exempted from up to 6 credits on the basis of prior or equivalent coursework.

Exit Requirements

1. Overall GPA of 3.0 or better.
2. Maintain a valid and appropriate NYS certification.
3. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
4. A grade of B or better in literacy courses EDLIT 736, EDLIT 737, EDLIT 742, and EDLIT 740.
5. Complete the Dignity for All Students Act (DASA) workshop.

Literacy Education: Grades 5-12 - MSED

This master's program (Academic Plan: AL512-MSED) is designed for teachers with NYS certification in Middle Childhood (grades 5-9) and adolescent (grades 7-12) content teachers to become teachers of literacy and reading at the middle and secondary school levels. This program leads to certification in Literacy Grades 5-12.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or master's degree with a GPA of at least 3.5.
2. NYS initial, professional, or permanent certification as a Middle Childhood (5-9) or Adolescent (7-12) content teacher.
3. On-site writing sample after the application is reviewed.
4. A letter of recommendation from a supervisor.
5. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan
AL512-MSED

Total Credits
31

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500
Hours includes 10 hrs in the field analyzing language use of ESL learners
Credits 3 cr

EDLIT 73500 - Survey of Instructional Approaches in Literacy Education: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork
Credits 3 cr

EDLIT 74000 - Leadership in Literacy (KC)

Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master's in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.

prereq: EDLIT 74500; minimum of 27 credits in the literacy program
Hours 45 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
EDLIT 74500 - Literacy Research for Change

This course aims at learning to understand and use research methodologies in literacy education—qualitative, quantitative and mixed methods. The culminating project is a comprehensive literature review in an area of literacy education, which will lead to a staff development project in the final course, EDLIT 74000, Leadership in Literacy. Course participants will not only become informed consumers of literacy research but also teacher researchers advocating for diverse, urban student populations.

prereq: EDLIT 73100 or EDLIT 75600
Hours 45
Credits 3

EDLIT 75200 - Practicum in Literacy (KC)

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.

prereq: Pre-requisite EDLIT 75600
Hours 15 hours in seminar and 50 hours of field experience
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 75300 - Methods of Teaching Writing: Grades 5-12

Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.

Hours includes 15 hours fieldwork
Credits 3

EDLIT 75400 - Literacies within the Disciplines: Grades 5-12

Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.

prereq: Pre-requisite EDLIT 73500 and EDLIT 75500
Hours 3.0
Credits 3.0
Includes 10 hours in classrooms focused on literacies within the disciplines.

EDLIT 75500 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Grades 5-12

Exploration of historical, theoretical and researchbased teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design
for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in secondary settings, with emphasis on students with special needs.

**EDLIT 75600 - Literacy Assessment: Grades 5-12 (KC)**

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instruction planning and meeting NYS English Language Arts performance standards.

*prereq: 9 credits in the content core*

*Hours includes 15 hours in the field assessing diverse learners*

*This Key Course requires a grade of B or better.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12 (KC)**

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

*prereq: EDLIT 75600*

*Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students*

*Credits 3*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society**

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

*prereq or coreq: SEDF 70400*

*Hours 45 hrs,*

*Credits 3 cr*

**Exit Requirements**
1. An overall GPA of 3.0.
2. A grade of B or better in EDLIT 740 and EDLIT 756.
3. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
4. Maintain a valid and appropriate NYS certification.
5. Complete the Dignity for All Students Act (DASA) workshop.

**Mental Health Counseling - MSEd**

The Mental Health Counseling Program (Academic Plan: MENHC-MSED) prepares graduates to work as mental health counselors in hospital, agency and community settings as well as in private practice. This program leads to professional licensure in New York State; professional licensure is required to practice mental health counseling.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas.
3. Evidence of oral and written expression consonant with graduate-level study.
4. Recommendations from appropriate professional or academic references to aid in determining potential for work as a professional counselor.
5. Relevant work and/or volunteer experience is highly recommended.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plan**

**MENHC-MSED**

**Total Credits**
COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs
Credits 3*

COCO 70100 - Counseling Skills and Interviewing Techniques (KC)

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs
Credits 3*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs
Credits 3*

COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

*Hours 45 hrs
Credits 3*

COCO 70600 - Group Counseling (KC)

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs
Credits 3*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COCO 70700 - Multicultural Aspects of Counseling
Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

*Hours 45 hrs
Credits 3*

**COCO 70800 - Measurement and Appraisal**

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

*Hours 45 hrs
Credits 3*

**COCO 70900 - Research Methods in Counseling**

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

*Hours 45 hrs
Credits 3*

**COCO 71100 - Supervision and Administration in Counseling**

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

*prereq: COCO 70600 and COCO 71800
Hours 45 hrs
Credits 3*

**COCO 71200 - Career Counseling, Assessment and Placement**

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

*Hours 60 hrs
Credits 4*

**COCO 71500 - Family Systems and Counseling Issues**

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

*Hours 45 hrs.
Credits 3 cr.*

**COUNM 71800 - Practicum in Mental Health Counseling (KC)**
This course is designed for students to continue building the counseling skills and self-awareness developed in previous counseling program course work. This practicum provides students with a semester-long opportunity to begin gaining actual counseling experience at an agency/school while being supervised by an on-site supervisor. In conjunction with this course seminar and fieldwork hours, students also participate in individual, weekly supervision with a Hunter College instructor (COUNM 71900: Individual Supervision).

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COCO 70100 and COCO 70200
coreq: COUNM 71900
prereq or coreq: COCO 70000, COCO 70600, and COUNM 71600
Hours 3 + fieldwork
Credits 3.0

COUNM 71900 - Advanced Counseling Skills and Contemporary Issues

This clinical course is designed to improve basic counseling skills and provide training in advanced counseling skills. It also provides the opportunity to apply counseling skills and knowledge to address contemporary issues in mental health counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This course will allow students to apply theoretical knowledge and approaches to interventions, and assess their professional strengths and areas that need improvement. Under the supervision of the instructor, students will receive in-depth training to process their clinical skills and gain additional self-awareness. Students will also expand their conceptualization skills and understanding of appropriate counseling approaches and strategies.

prereq: COCO 70100 and COCO 70200
coreq: COUNM 71800
prereq or coreq: COCO 70000, COCO 70600, and COUNM 71600
Hours 3
Credits 3

COUNM 72500 - Internship in Mental Health Counseling I (KC)

This course and fieldwork is a continued experience in applying techniques of mental health counseling with selected populations in a variety of settings. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. This course is designed for students to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COUNM 71800 and COUNM 71900
prereq or coreq: COUNM 71700
Hours 3 + clinical fieldwork
Credits 4.0
COUNM 72600 - Internship in Mental Health Counseling II (KC)

The second part of the mental health counseling internship follows COUNM 72500 Internship in Mental Health Counseling I. This course is designed for students to continue to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COUNM 72500
Hours 3 + fieldwork
Credits 4.0

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

prereq or coreq: DSM-IV Workshop
Credits 3

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

Hours 45
Credits 3

COUNM 72000 - Mental Health Counseling: Program Development and Evaluation

The course focuses on the development and evaluation of mental health programs in culturally/linguistically diverse urban settings from program inception onward including assessment to insure quality services. The course covers federal, state and local governmental inpatient and outpatient mental health treatment services, not-for-profit organizations and community-based mental health service programs.

prereq or coreq: COUNM 71600 and COUNM 71700
Hours 45
Credits 3

Electives (Select One Course)
COCO 71000 - Chemical Dependency: Issues in Counseling

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

*Hours 45 hrs*
*Credits 3*

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

*Hours 45 hrs*
*Credits 3*

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

*prereq: COCO 70800*
*Hours 45*
*Credits 3*

Exit Requirements

1. An overall GPA of 3.0.
2. Must complete all required workshops.

Professional Certification in Special Education (Advanced Preparation) - MSEd

Program Coordinator

Kate Garnett (Track 1: Learning Disabilities)
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Bonnie Keilty (Track 3: Early Childhood Special Education)
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This master's degree program (Academic Plan: SEAPR-MSED) is designed to provide advanced training to certified special education teachers who need graduate work leading to a master's degree for professional certification in special education. It is also designed for those with special education certification who are seeking to further their knowledge/skills and gain an additional age-level certificate (birth to grade 2 or grades 1-6).

This program offers three tracks:

- Learning Disabilities (SEAPRLD): Those seeking professional certification in Students with Disabilities Grades 1-6 with a concentration in Learning Disabilities.
- Behavior Disorders (SEAPRBD): Those seeking professional certification in Students with Disabilities Grades 1-6 with a concentration in Behavior Disorders.
- Early Childhood Special Education (SEAPRECSE): Those seeking professional certification in Students with Disabilities Birth to Grade 2.

**Admission Requirements**

1. NYS initial or professional certification in students with disabilities grades 1-6 or birth to grade 2 or NYS permanent certification in special education, K-12.
2. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree in special education (any age-level) with a GPA of at least 3.5.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plan**

**SEAPR-MSED**

**Subplans**

- LD Track: SEAPRLD
Track 1 - Learning Disabilities

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)**

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use. Advanced students must complete individually-tailored assignments.

*Hours 15 hrs seminar, plus 20 hrs lab*

Credits 2

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 70151 - Advanced Preparation in Educational Assessment**

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

*Hours 45*

Credits 3

**SPED 70751 - Advanced Seminar in Special Education Practice**

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

*Hours 45*

Credits 3

Plus

14 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted
and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—
to be determined jointly in mandatory consultation with a program adviser. (Note: written approval of a student's plan
is required.)

Track 2 - Behavior Disorders

**SPED 75051 - The Study of Behavior Disorders (KC)**

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior
disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary
diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and
customs. Advanced students must complete individually-tailored assignments.

*Hours 45
Credits 3*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders (KC)**

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral
areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to
students. Advanced students must complete individually-tailored assignments.

*Hours 45
Credits 3*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental
retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word
recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence
and text-structure levels. Advanced students must complete individually-tailored assignments.

*Hours 45
Credits 3*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*
SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. Advanced students must complete individually-tailored assignments.

Hours 45  
Credits 3

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45  
Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45  
Credits 3

Plus

12 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Track 3 - Early Childhood Special Education
SPEDE 77151 - Autism Spectrum Disorder: Characteristics and Implications for Intervention

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

SPEDE 77251 - Positive Behavior Support (PBS) and Its Applications to Young Children with Special Needs

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45
Credits 3

SPEDE 77951 - Practicum in Early Childhood Special Education (KC)

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -
SPEDE 77051 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication. Advanced students must complete individually-tailored assignments.

Hours includes 15 hrs of field experience
Credits 3

- Or -

SPED 72350 - Math for Students with Disabilities (Non-LD Specialization)

Principles, methods, and specially designed mathematics instruction for students with disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

SPED 72450 - Writing for Students with Disabilities (for those not in LD Specialization), Methods 3

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr
SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

prereq: SPED 70000 or 70050
Hours 3 hrs: includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Plus

11-12 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity:
   A comprehensive research-based oral presentation on a current special education issue
   and either an original written research proposal
   or a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

School Counseling - MSEd

The School Counseling Program (Academic Plan: GSC-MSED) prepares graduates for careers in a variety of school settings, including elementary schools, middle schools, high schools and colleges. School counselors can also be employed by organizations that are not primarily educational, such as correctional facilities, hospitals, and a wide variety of community-based organizations. Students in this program may apply individually for the NYS provisional certification in School Counseling at the completion of 30 credits and a school based practicum experience. Recommendation for permanent certification is made after graduation. School counseling students fluent in Spanish and English have the option of obtaining NYS certification in Bilingual Education Extension for Pupil Personnel Services in addition to the School Counselor certification.

Admission Requirements
1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas
3. Evidence of oral and written expression consonant with graduate-level study.
4. Recommendations from appropriate professional or academic references to aid in determining potential for work as a professional counselor.
5. Meeting these minimum requirements does not guarantee acceptance to the program. Admission to the program is highly competitive, and each applicant's grade point average, counselor potential, and applicability of work and life experience are carefully considered.
6. Relevant work and/or volunteer experience is highly recommended.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plan**

**GSC-MSED**

**Total Credits**

60

**COCO 70000 - Life Stage Development**

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs
Credits 3*

**COCO 70100 - Counseling Skills and Interviewing Techniques (KC)**

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs*
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

Hours 45 hrs
Credits 3

COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

Hours 45 hrs
Credits 3

COCO 70600 - Group Counseling (KC)

Theory and principles of group counseling. Developing group-counseling skills through practice.

prereq: COCO 70100 and COCO 70200
Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

COCO 70700 - Multicultural Aspects of Counseling

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

Hours 45 hrs
Credits 3

COCO 70800 - Measurement and Appraisal

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

Hours 45 hrs
Credits 3

COCO 70900 - Research Methods in Counseling
Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

*Hours 45 hrs
Credits 3*

**COCO 71100 - Supervision and Administration in Counseling**

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

*prereq: COCO 70600 and COCO 71800
Hours 45 hrs
Credits 3*

**COCO 71300 - Career Counseling and College Readiness**

This course offers a comprehensive introduction to the career readiness and college access counseling role of the school counselor working within the K-12 school setting. By utilizing a multicultural and social justice framework the course will explore career readiness and college access from a holistic and lifespan developmental perspective. In view of the CACREP standards this course will explore and appropriately address the American School Counselor Association (ASCA) national domains in academic, career and the personal needs of K-12 students from Kindergarten through high school as it relates to their career exploration and college access.

*coreq: COCO 725/726
Hours 4.0
Credits 4.0*

**COCO 71500 - Family Systems and Counseling Issues**

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

*Hours 45 hrs.
Credits 3 cr.*

**COUNS 71800 - Practicum in Counseling (KC)**

This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

*prereq: COCO 70100; COCO 70200
prereq or coreq: COCO 700; COUNS 719; COUNS 717
Hours 100
Credits 3 credits*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.
COUNS 71900 - Advanced Counseling Skills and Contemporary Issues

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

prereq: COCO 70100 and COCO 70200
coreq: COUNS 71800
prereq or coreq: COUNS 71700
Hours 3 hrs.
Credits 3 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 72500 - Internship in Counseling I (KC)

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with effectiveness as a counselor while working with students in a K-12 school setting. Specifically, students will complete 300 fieldwork hours under the supervision of a certified school counselor while simultaneously taking a group supervision course at Hunter College taught by a Hunter faculty member.

prereq: COCO 71800 and COCO 71900
prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100
Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 72600 - Internship in Counseling II (KC)

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with their effectiveness as a counselor. Students will continue developing school counseling skills, including data analysis and action plans, responsive services, and consultation with school personnel.

prereq: COCO 72500
Hours 4 hrs.
Credits 4 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45
Credits 3
COUNS 72000 - Culminating Seminar in School Counseling

With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review. (Taken last semester prior to graduation)

prereq: COCO 70900
prereq or coreq: COCO 72600
Hours 45
Credits 3

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800
Hours 45
Credits 3

COUNS 72200 - Consultation and Collaboration with School, Family, and Community

This course provides school counselors with the knowledge and skills to create a supportive school climate that includes collaborative work with school personnel, family, and community to cultivate an inclusive, nurturing, and physically safe learning environment for school stakeholders, including students, staff, families, and community. Specifically, counselors will gain the knowledge and skills to be school leaders and engage in consultation, collaborative problem solving, and systems-level interventions in school settings. Theories, models and processes of consultation and change with administrators, teachers, parents, community and mental health agencies, and students will be addressed. Consultation within a cross-cultural and ethical framework will be emphasized with particular focus on students with behavioral and learning issues. The majority of this course will be devoted to learning about and developing skills and strategies required to conduct collaborative consultation services. The course format and assignments include lecture, applied case work, group work, student presentations and class discussion.

prereq or coreq: COUNS 72500
Hours 3 hrs.
Credits 3 cr.

Optional: Bilingual (Spanish/English) Extension In Pupil Personnel Services

6 additional credits

Students in the School Counselor Program at Hunter College may obtain a Bilingual (Spanish/English) Extension in Pupil Personnel Services. Students who elect to take this option will be evaluated for written and oral proficiency in both Spanish and English. Students who are determined to be bilingually proficient will take the following two courses in addition to the Counseling Programs Sequence of Courses:

BILED 70100 - Foundations of Bilingual Education
Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*

*Credits 3 cr*

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

*prereq or coreq: BILED 70100*

*Hours includes 5 hrs of fieldwork*

*Credits 3 cr*

**Exit Requirements**

1. An overall GPA of 3.0.
2. Complete the Dignity for All Students Act (DASA) workshop.

**Special Education - MSEd**

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**Secretary Jean Leung:** 909 West Building; (212) 772-4700; fax (212) 650-3542; jleung@hunter.cuny.edu

**Acting Chairperson Tim Lackaye:** 920 West Building; (212) 772-4777; tlackaye@hunter.cuny.edu

**Advisers:**

- **Learning Disabilities**
  - Kate Garnett; 910 West Building (212) 772-4700; kgarnett@hunter.cuny.edu
  - David Connor; 917 West Building (212) 772-4746; dconnor@hunter.cuny.edu
  - Sara Hines; 915 West Building; (212) 772-5667; shine@hunter.cuny.edu

- **Behavior Disorders**
  - Tom McIntyre; 914 West Building; (212) 772-4706; thomas.mcintyre@hunter.cuny.edu

- **Severe/Multiple Disabilities (including Deafblindness)**
  - Rosanne K. Silberman; 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
  - Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

- **Early Childhood Special Education**
  - Jamie Bleiweiss; 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu
  - Shirley Cohen; 915 West Building; (212) 772-4708; shirley.cohen@hunter.cuny.edu
  - Donia Fahim; 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu
Deaf and Hard-of-Hearing

- Elaine Gale; 918 West Building; (212) 772-4702; egale@hunter.cuny.edu

Blind and Visually Impaired

- Rosanne K. Silberman; 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
- Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Gifted Education

- Razel Solow; 909 West Building; (212) 650-3599; rsolow@hunter.cuny.edu

Hunter's graduate programs in special education prepare teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special school, special classes, resource rooms, pre-schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter have been nationally recognized by the Council for Exceptional Children.

Completion of any one of Hunter's for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are:

- childhood special education: learning disabilities
- childhood special education: behavior disorders
- childhood special education with an annotation in severe/multiple disabilities (including deafblindness)
- early childhood special education
- early childhood with an annotation in severe/multiple disabilities (including deafblindness)
- deaf and hard-of-hearing
- blind and visually impaired

Students who enter the programs with no previous certification and subsequently complete the master's degree will meet the education requirements for New York State initial and professional certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial certification in grades 1-6 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood certification enter the program 2 track.

Similarly, students who enter the early childhood special education program with initial certification in early childhood Birth to Grade 2 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in early childhood education as well as for professional certification in early childhood special education Birth to Grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The early childhood master's programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood special education programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood special education program, which encompasses grades 1-6.

The programs (with the exception of early childhood special education) are organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a range of education settings; specializations provide in-depth preparation for working with students within a particular disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter's programs is their linking of theory to effective instruction.
Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSEd

Program Advisor

L. Beth Brady
(212) 772-4229
929 West
lbrady@hunter.cuny.edu

This master's degree program (Academic Plan: REHOM-MSED) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments combined with the Orientation and Mobility sequence to prepare orientation and mobility specialists. This program prepares candidates for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals as vision rehabilitation therapists (VRTs) and certified orientation and mobility specialists (COMS). This program does not lead to NYS teacher certification.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or better.
2. Evidence of acceptable written languages skills.
3. Three letters of recommendation.
4. Evidence of work, volunteer or personal experience with individuals with visual impairments.
5. An interview with a special education faculty member.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

REHOM-MSED
Total Credits
54

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

Hours 3 hrs
Credits 3 cr

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

prereq or coreq: SPED 74000
Hours includes 10 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)
History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

prereq or coreq: SPED 74000, SPED 74100
Hours Includes 10 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74400 - Assistive Technology for Learners with Visual Impairments

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

prereq: SPED 74300
Hours 45 hrs,
Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000, 74100
Hours includes 10 hrs of filed experience
Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

prereq: SPED 74000, 74100
Hours Includes 10 hrs field experience
Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II
Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

prereq: SPED 76000  
*Hours includes 10 hrs field experience*  
*Credits 3 cr*

**SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments**

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100  
*Hours 45 hrs,*  
*Credits 3 cr*

**SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments (KC)**

Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100  
*Hours 230 hrs,*  
*Credits 2 cr*

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments (KC)**

Provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100  
*Hours 230 hrs,*  
*Credits 2 cr*

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 76500 - Intermediate Orientation and Mobility (KC)**

Theories related to perception, learning and development of individuals who are blind or visually impaired, and/or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

*prereq or coreq: SPED 76800*
*Hours includes 50 hrs of lab plus 15 hrs field experience*
*Credits 3 cr.*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 76600 - Advanced Orientation and Mobility**

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

*prereq or coreq: SPED 76500, 76800*
*Hours includes 50 hrs of lab plus 15 hrs field experience*
*Credits 3 cr*

**SPED 76700 - Orientation and Mobility: Internship/Seminar (KC)**

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

*prereq or coreq: SPED 76500, 76600, 76800, 76900*
*Hours 30 hrs seminar, plus conferences plus 340 hours of internship,*
*Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar**

This course teaches assessment, evaluation and lesson plan/execution, the systems of mobility used by persons who are visually impaired, and indoor travel techniques used by persons with visual impairments navigating familiar and unfamiliar buildings. Fifteen day summer course.
prereq or coreq: permission of adviser

Hours 3 hrs  
Credits 3 cr.
Two week summer course.

**SPED 76900 - Advanced Orientation and Mobility Lab and Seminar**

This course provides instruction in, lesson sequencing, pedagogical and andragogical methods for O&M instruction for persons who are blind or visually impaired. Through observation, and practice, this course develops competencies in teaching travel techniques used by persons with visual impairments.

prereq: SPED 76800

Hours 3 hrs  
Credits 3 cr.
Two week summer course.

**COUNR 72000 - Medical Aspects of Disability**

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs  
Credits 3

**COUNR 73000 - Counseling with the Aging**

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

Hours 45 hrs  
Credits 3

**COCO 70100 - Counseling Skills and Interviewing Techniques (KC)**

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs  
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**Exit Standards**

An overall GPA of 3.0.
Visual Impairment: Rehabilitation Teaching Only - MSEd

Program Advisor
L. Beth Brady
(212) 772-4229
929 West
lbrady@hunter.cuny.edu

This master's degree program (Academic Plan: VIRT-MSED) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. We also offer a combined program in Rehabilitation Teaching with Orientation and Mobility sequence to prepare orientation and mobility specialists Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSEd. Both programs prepare candidates for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals as vision rehabilitation therapists (VRTs).

Admission Requirements

A bachelor's degree from an accredited institution with a GPA of at least 3.0;

or

A master's degree from an accredited institution with a GPA of at least 3.5.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

VIRT-MSED

Total Credits

40
**SPED 70000 - Issues and Practices in Educating Students with Disabilities**

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

*Hours 45 hours; includes 5 hours of field experience
Credits 3*

**SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)**

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

*prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)**

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

*prereq or coreq: SPED 74000
Hours Includes 10 hrs of field experience
Credits 3*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)**

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

*prereq or coreq: SPED 74000, SPED 74100
Hours Includes 10 hrs of field experience*
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 74400 - Assistive Technology for Learners with Visual Impairments

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

prereq: SPED 74300
Hours 45 hrs, Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000, 74100
Hours includes 10 hrs of filed experience
Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

prereq: SPED 74000, 74100
Hours Includes 10 hrs field experience
Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.
prereq: SPED 76000
*Hours includes 10 hrs field experience*
*Credits 3 cr*

**SPED 76200 - Principles of Vocational Rehabilitation and Independent Living**  
**Rehabilitation for Adults with Visual Impairments**

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100
*Hours 45 hrs,  
Credits 3 cr*

**SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments (KC)**

Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100
*Hours 230 hrs,  
Credits 2 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments (KC)**

Provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100
*Hours 230 hrs,  
Credits 2 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**COUNR 72000 - Medical Aspects of Disability**

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

**COUNR 73000 - Counseling with the Aging**

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

**COCO 70100 - Counseling Skills and Interviewing Techniques (KC)**

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

An overall GPA of 3.0.

**Applied Behavior Analysis - MS / Advanced Certificate**

The Hunter College School of Education Master of Science in Applied Behavior Analysis (ABA) program (Academic Plan: APBEH-MS) will provide intensive training in behavior analytic intervention to professionals seeking to work or currently working with children, youth, and adults with autism spectrum disorder as well as to the supervisors and administrators of the programs in which they work. These professionals will then be well prepared to implement applied behavior analytic interventions with this population. Applied behavior analysts work with individuals ranging in age from infancy through adulthood and old age in settings that include schools, homes, day programs, communities, residential care settings, businesses and research laboratories. The program will prepare students to develop, deliver, and evaluate the effectiveness of applied behavior analytic intervention for learners with autism and increase the availability of professionals who have the appropriate training and experience to provide behavior analytic services to children, adolescents and adults with autism spectrum disorders. Students who complete the Master of Science will have the graduate training necessary to sit for the national Board Certified Behavior Analyst® (BCBA) exam. Upon passing the BCBA exam, graduates will be eligible for New York State's new license in behavior analysis.

The post-master's, advanced certificate program (Academic Plan: APBEH-AC) provides intensive training to professionals in applied behavior analysis and its applications to working with children, youth and adults with autism spectrum disorder as well as to supervisors and administrators of Applied Behavior Analysis programs. This program is
designed to prepare professionals to implement ABA intervention and to sit for the international Board Certified Behavior Analyst® exam. This program does not lead to NYS certification.

Admission Requirements

Master's Degree

1. A bachelor's or master's degree from a regionally-accredited university and a minimum 3.0 GPA.
2. Resume and two professional references to be included with the application for matriculation.
3. GRE scores.
4. If admissions requirements are met, an interview with program faculty.

Advanced Certificate

1. A master's degree from an accredited institution in education, psychology, or behavior analysis, and a minimum 3.0 GPA.
2. Applicants who meet the eligibility criteria will be interviewed.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for these programs.*

Progress Standards for Master of Science

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of INC (incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more Ins will not be allowed to register for any courses.
4. All field experiences will take place at a site affiliated with the ABA program at Hunter College.
5. Any student who receives a grade below a B in a field experience course must apply to the chairperson of the department to repeat that course, which may only be repeated once.
6. Any student who receives a grade of F, INC, or WU may not reregister and will not be allowed to continue in the program.

Progress Standards for Advanced Certificate

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
   - Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).
Courses

Academic Plans

- Master's Degree: APBEH-MS
- Advanced Certificate: APBEH-AC

Total Credits

- APBEH-MS: 44
- APBEH-AC: 18

Course of Study Master of Science

CEDF 71500 - Diversity in the American School

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

Hours 45 hrs
Credits 3

EDABA 72000 - Managing Behavior Analytic Records

This course provides a comprehensive review of the legal and ethical management of behavior analytic records in the context of professional behavior analytic practice. Topics to be covered include the legal and regulatory requirements for behavior analytic record keeping along with use of behavior analytic data in professional practice.

Hours 2
Credits 2

EDABA 74000 - Philosophy of Behaviorism

This course examines radical behaviorism in a broad historical, theoretical, and philosophical context. Works by B. F. Skinner and analyses and extensions of these works will be discussed. Radical, contextual, methodological, and feminist behaviorism will be analyzed and their historical roots investigated. Readings will explore major conceptual issues such as determinism, mentalism, selection by consequences, freedom, control, and responsibility. Finally, the course will cover social issues and cultural design as applications of behavioral thinking.

prereq: EDABA 79100, EDABA 79500, EDABA 79800

Hours 3
Credits 3.0

EDABA 75000 - Analysis of Verbal Behavior

This course introduces students to a behavior analytic approach to language and to the interaction between speakers and listeners. The course will cover types of elementary verbal behavior. Students will learn to recognize examples of these concepts as they occur in everyday life. Research articles that report on teaching verbal behavior to learners will be analyzed.

prereq: EDABA 795, EDABA 796, and EDABA 798
EDABA 75500 - Functional Behavior Assessment

This course examines various behavior analytic assessment methods that are designed to identify the function of challenging behavior. Both experimental and non-experimental assessment methodologies will be examined along with methods of data collection and analysis.

prereq: EDABA 795 or EDABA 798

EDABA 77000 - Practicum in Applied Behavior Analysis I (KC)

This course is designed to teach students about personnel supervision and management and to give them some experience conducting fieldwork. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from discriminated operants, reinforcement schedules, and social learning. Applied behavior analytic interventions is required. Specific topics to be covered during this course include: how to go about accruing certification hours, securing a supervision contract, and how to adequately train and supervise staff.

prereq: EDABA 795 and approval of graduate advisor

EDABA 77100 - Practicum in Applied Behavior Analysis II (KC)

This course is the second of a two-course sequence in conducting fieldwork in applied behavior analytic settings. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from applied behavior analytic interventions is required.

prereq: EDABA 770 and approval of graduate advisor

EDABA 79000 - Single-Subject Research Design

This course is an introduction to single-subject research methods used in applied behavior analysis. In addition, data collection, data analysis, and data presentation will be covered.
**EDABA 79100 - Ethics and Professionalism for Applied Behavior Analysts**

This course provides an introduction to ethical and professional behavior for applied behavior analysts. Topics to be covered include a variety of ethical and professional issues for applied behavior analysts as they relate to research and practice.

*Hours 45  
Credits 3*

**EDABA 79500 - Applied Behavior Analysis I (KC)**

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

*Hours 3  
Credits 3*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**EDABA 79600 - Applied Behavior Analysis II (KC)**

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

*prereq: EDABA 79500  
Hours 45  
Credits 3*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**EDABA 79800 - Behavior Analytic Approaches to Learning**

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

*Hours 45  
Credits 3*
EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

prereq: EDABA 79500 or EDABA 79800

Hours 45
Credits 3

-or-

EDABA 79300 - Applied Behavior Analytic Autism Intervention for Adults

This course examines applied behavior analytic intervention for adults with autism spectrum disorder. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include promoting independence, social skills, healthcare, leisure skills, vocational skills, employment, and managing problem behavior. Other areas to be covered include motivational systems, behavior assessment and staff training.

Hours 3 hrs
Credits 3

SELECT EITHER THESIS OR CLINICAL CAPSTONE

THESIS TRACK

EDABA 78000 - Thesis I (KC)

This course is the first course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct a literature review, develop a research proposal, and apply for necessary research approvals.

prereq: EDABA 790, EDABA 791 and approval of graduate advisor

Hours 3 plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDABA 78100 - Thesis II (KC)

This course is the second course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct an original research project based on the proposal developed in EDABA 780.
prereq: EDABA 780 and approval of graduate advisor

Hours 3 plus conferences

Credits 3

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

CLINICAL TRACK

EDABA 78500 - Clinical Capstone 1

This course is the first course in a two-course sequence in which students conduct a literature review on a relevant applied topic and then write a clinical handbook or create a clinical training module based on this review. Under the supervision of a faculty advisor, students in EDABA 78500, identify a relevant area of behavior analytic application, conduct a comprehensive literature review on the topic, and defend the review to a committee of experts.

prereq: EDABA 79000, EDABA 79100, EDABA 79600, EDABA 75500, and graduate academic advisor approval

Hours 3

Credits 3.0

EDABA 78600 - Clinical Capstone 2

This course is the second course in a two-course sequence in which students write a clinical handbook or create a clinical training module based on recommendations from their literature review in EDABA 78500. This will occur under the supervision of a faculty advisor. The final product will be defended in front of a committee of experts.

prereq: Approval of graduate academic advisor.

Hours 3

Credits 3.0

Course of Study Advanced Certificate

EDABA 79100 - Ethics and Professionalism for Applied Behavior Analysts

This course provides an introduction to ethical and professional behavior for applied behavior analysts. Topics to be covered include a variety of ethical and professional issues for applied behavior analysts as they relate to research and practice.

Hours 45

Credits 3

EDABA 79500 - Applied Behavior Analysis I (KC)
The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

*Hours 3*
*Credits 3*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**EDABA 79600 - Applied Behavior Analysis II (KC)**

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

*prereq: EDABA 79500*
*Hours 45*
*Credits 3*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**EDABA 79800 - Behavior Analytic Approaches to Learning**

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

*Hours 45*
*Credits 3*

**EDABA 79000 - Single-Subject Research Design**

This course is an introduction to single-subject research methods used in applied behavior analysis. In addition, data collection, data analysis, and data presentation will be covered.

*Hours 45*
*Credits 3*

-Take Either-

**EDABA 79900 - Applied Behavior Analytic Autism Intervention**
This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

**prereq: EDABA 79500 or EDABA 79800**

*Hours 45*

*Credits 3*

-or-

**EDABA 79300 - Applied Behavior Analytic Autism Intervention for Adults**

This course examines applied behavior analytic intervention for adults with autism spectrum disorder. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include promoting independence, social skills, healthcare, leisure skills, vocational skills, employment, and managing problem behavior. Other areas to be covered include motivational systems, behavior assessment and staff training.

*Hours 3 hrs*

*Credits 3*

**Exit Requirements**

**Master's Degree**

1. An overall GPA of 3.0.

**Advanced Certificate**

1. An overall GPA of 3.0.
2. No course grade below B

**General Information: Scholarships and Grants**

A number of student scholarships and fellowships are available from Hunter College and the Hunter College Foundation; these are in addition to the various federal and state grants and loans outlined in the Financial Aid section of this catalog.

Among the awards available to students are the Presidential Grants and Scholarships supported by the office of the Hunter College president. Guidelines for these awards are contained in "Hunter College Grant Competitions," a publication of the college Research Administration, 1424 East Building, 772-4020.

Information about grants, fellowships, and scholarships can be obtained from the Office of Student Services (11th floor, East Building, 772-4878).

**Geography and Environmental Science Faculty**

*Sean Ahearn*, Professor and Director, Center for Advanced Research of Spatial Information (CARI); PhD, Wisconsin (Madison); GIS, remote sensing, digital image processing, natural resources, habitat studies
Jochen Albrecht, Professor; PhD, Vechta (Germany); Geographic information science, GIS applications, change modeling, simulation, quantitative methods, Europe

Frank Buonaiuto, Associate Professor; PhD, SUNY (Stony Brook); Oceanography, coastal processes, numerical modeling of waves, tides and sediment transport

Allan Frei, Professor and Deputy Director, CUNY Institute for Sustainable Cities; PhD, Rutgers; Climate change, snow and water resources, modeling

Hongmian Gong, Professor; PhD, Georgia; urban geography, GIS applications, and transportation

Mohamed Ibrahim, Associate Professor; PhD, Alberta; Environmental studies, resource management, sustainable development, Africa, rural water supply and sanitation, urbanization in the developing world

Peter Marcotullio, Professor and Director, CUNY Institute for Sustainable Cities; PhD, Columbia; Global Cities, Urban environmental transitions, globalization and urban development, ecosystem approaches to urban and regional environmental planning and management and impacts of urbanization on the environment

Ines Miyares, Professor; PhD, Arizona State; Geographies of immigration and ethnicity, spatial impacts of immigration and refugee law, Latin America and Hawai'i

Wenge Ni-Meister, Professor; PhD, Boston; Remote sensing, land-atmosphere interaction, meteorology, climatology, biogeography

Marianna Pavlovskaya, Professor; PhD, Clark; Urban and feminists geography, post-socialist Russia, gender and class, critical GIS, diverse economy and economic solidarity

Andrew Reinmann, Assistant Professor; PhD, Boston; Ecological response to climate change, urbanization and fragmentation, terrestrial carbon cycling, dendroecology

Randye Rutberg, Assistant Professor; PhD, Columbia; paleoclimatology, oceanography, geochemistry, environmental science, environmental public policy

Haydee Salmun, Associate Professor; PhD, Johns Hopkins; Oceanography, global climate, environmental fluid dynamics, land surface-atmosphere-ocean interface

William Solecki, Professor; PhD, Rutgers; Urban environmental change and management, land use and land cover studies, hazards, GIS applications

Shipeng Sun, Assistant Professor; PhD, Minnesota; geovisualization, GIS algorithms, socio-spatial network analysis, land use change, urban and human-environment system modeling

**Geography Centers & Facilities**

Return to Geography

**Facilities**

The Department of Geography has state of the art computer labs that are available to our students 24 hours per day / seven days per week. The labs' hardware, including computers and the high capacity network, is upgraded regularly to accommodate the most up-to-date versions of relevant software packages, including major GIS and remote sensing applications and open source tools.
The Center for Advanced Research of Spatial Information (CARSI) is a state-of-the-art geographic information science research laboratory. The CARSI Lab is involved in a number of city, state and federal research projects as well as international conservation projects. The Center specializes in spatial-temporal modeling and simulation, geospatial quality assurance, remote sensing image analysis with a focus on LiDAR, and machine learning approaches to geospatial analysis.

**Graduate Adviser:**

Hongmian Gong  
1050 Hunter North  
(212) 772-4658  
gong@hunter.cuny.edu

**GIS Certificate Adviser:**

Jochen Albrecht  
1030 Hunter North  
(212) 772-5221  
Jochen.albrecht@hunter.cuny.edu

**Adolescent Education Advisers:**

Ines Miyares, Social Studies  
1045 Hunter North  
(212) 772-5443  
imiyares@hunter.cuny.edu

Haydee Salmun, Earth Science  
1041 North  
(212) 772-5442  
hsalmun@hunter.cuny.edu

Terrie Epstein, Education Adviser Social Studies  
1108 West  
(212) 772-4675  
tepstein@hunter.cuny.edu

Stephen Demeo, Education Adviser Earth Science  
908 West  
(212) 772-4776  
sdemeo@hunter.cuny.edu
Students are to be graded in courses according to the traditional system of letter grades (A, B, C and F).

**Student Credit Points Earned**

Students who receive credit for a class by the end of the semester (or term) will have a grade ranging from A to C on their transcript and these will be entered into the calculation of the grade point average. The grade of P is not counted in the GPA.

**No Student Credit Points Earned**

Students who will not receive credit points may have an F or an INC, or a grade beginning with "W". See explanation after chart. The F grade is counted in the GPA.

**Retention Standards**

CUNY mandates uniform student retention standards for all CUNY colleges. Decisions about whether or not students may continue in a CUNY college are made on the basis of a student's grade point average (GPA). To determine GPA, course grades are assigned quality points (which count toward the GPA), as shown in the following table:

**Grades and Designations Assigned by College Administration**

Effective fall 2007, grades in graduate courses are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Quality Points (GPA Index)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.5 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>92.5 – 97.4%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 92.4%</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>87.5 – 89.9%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 87.4%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 82.4%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77.5 – 79.9%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70.0 – 77.4%</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69.9%</td>
<td>0</td>
</tr>
</tbody>
</table>

P = Satisfactory completion. Used only for the thesis research or equivalent course where required in the particular graduate program.

INC = Incomplete

SP = Satisfactory progress – restricted to thesis and research courses requiring more than one semester for completion

W = Official withdrawal

WU = Unofficial withdrawal (counts as failure)

WA = Administrative withdrawal

Y = Year's course of study – must continue to completion
A placeholder grade submitted by the Office of Student Conduct when a student is alleged to have committed a violation of the Policy on Academic Integrity and the student denies the allegation. The PEN grade is a placeholder during the pending resolution of the allegation and will be changed by the instructor following such resolution.

In the School of Social Work the H/CR/NC grading system is mandatory. These grades, which carry no quality points, are assigned as follows:

- **H** = Honor
- **CR** = Credit
- **NC** = No credit

The assignment of traditional letter grades in the School of Social Work may be arranged by consultation with the instructor at the beginning of each semester. A grade of CR is given for "acceptable graduate-level work," equivalent to a B or an A. The grade of H signifies "unusual or outstanding graduate-level work, well above the A level."

Students are not permitted to repeat courses in which they have previously received a grade of B or better unless otherwise specified by the department. Courses in which a grade of C is earned may be repeated only with departmental permission. Credit for the repeated course will be counted in the GPA, but not toward graduation.

NOTE: In the Spring semester of 2020, some of the above policies were temporarily suspended by CUNY due to the COVID-19 pandemic. Selection of the CR/NC grading option for courses in the Spring 2020 was allowed for graduate courses even though the grading system currently in effect did not include those grades. Please see here for a complete list of the temporary policies that were in place at this time. [link]

## Grades

The candidate must have achieved a cumulative grade point average of not less than 3.0 (B) in all graduate work taken at Hunter.

## Graduate Admissions: Admission Status

Applicants are approved for admission by the graduate adviser or coordinator of the program and the appropriate dean under any one of the following categories:

1. **Matriculated** – For matriculation, students must fulfill all the requirements for admission.

2. **Matriculated with conditions** – Students whose undergraduate training is inadequate, but who are otherwise qualified, may be admitted with not more than 6 credits of course conditions to either the School of Arts and Sciences or to the Schools of the Health Professions, and with not more than 12 credits of course conditions to the School of Education. Such students are expected to satisfy their conditions by eliminating all deficiencies within one year of matriculation if admitted to a program in the School of Arts and Sciences and the Schools of the Health Professions, and within three semesters in the School of Education.

   *Note: Applicants admitted to matriculated status who wish to delay their admission to the following semester must reapply by filing a new application prior to the next semester's deadline. Credentials submitted in support of the original application need not be resubmitted.*

3. **Nonmatriculated** – A formal application must be filed in the Office of Admissions, Room 203 HN, 695 Park Avenue, New York, NY 10065, approximately two months before registration. The undergraduate degree must be equivalent to at least a U.S. bachelor's degree. If the application and supporting material are
Acceptable, registration material will be sent with further instructions. Applicants should present a student copy of their undergraduate transcripts as well as a copy of the undergraduate catalog(s) to the departmental adviser in order to obtain course approval. The nonmatriculation application fee of $125.00 will be charged when the student registers.

Acceptance to nonmatriculated status does not imply approval to take a specific course. This approval rests solely with the graduate program adviser involved. Students should consult the graduate program adviser in the appropriate department for specific information.

To be considered for possible matriculation, a nonmatriculated student must have earned grades of B or better for the course credits taken. For most programs in education, 9 credits must be presented with a minimum grade point average of 3.0. This requirement is in addition to the college and program admission requirements for matriculation.

A separate application for matriculated status must be completed and can be filed while the nonmatriculated courses are in progress. The application for matriculated status must be filed by the appropriate deadline for the individual program desired. Consult the Application for Graduate Degree Programs for specific dates.

A nonmatriculated student may be limited to 12 credits (check with departmental adviser). A minimum grade point average of 3.0 must be maintained.

Registration as a nonmatriculant does not entitle an international student to an I-20 AB (Certificate of Eligibility).

Approval of Credit from Nonmatriculant to Matriculant Status

Approval will automatically be granted for courses taken in support of the degree if the grades received are B or higher. Approval is not automatic for courses in which the grade received is less than B, nor for courses not required for the degree. To have such a course considered for approval, the student must submit a credit approval form, which may be obtained in the Office of Graduate Admissions. Note: Grades in courses taken as a nonmatriculant at Hunter will be calculated into the student's grade point average (GPA) whether approved toward the degree or not.

Graduate Admissions: Application Procedure & Fee

Application Fee

Applicants may apply to only one program for any given semester; please decide which of our programs is the most appropriate before filing the application. The deadline for applications varies by program. The earliest deadlines are January 15 for fall admission and September 1 for spring admission. Applicants are responsible for submitting their application and supporting application materials by the deadline for their desired graduate program. More information on the exact application deadlines can be found at:

http://www.hunter.cuny.edu/graduateadmissions/applying/deadlines/degree-applications

Applying for admission to a graduate program at Hunter College is a fully online process. Hunter College offers a web-based application for graduate degree admission which can be accessed at: https://app.applyyourself.com/?id=Hunter-G. Applicants are required to complete the core application form, upload a statement of purpose, upload scanned/electronic transcripts from all undergraduate and graduate institutions previously attended, and complete any program-specific supplemental forms. Required letters of recommendation must be submitted online by the recommenders through the online application system. Specific information on the application requirements can be found at: http://www.hunter.cuny.edu/graduateadmissions/applying/degree-application/application-requirements/transcripts
Admitted students must submit official hard copies of all academic transcripts. Official transcripts will be compared to the unofficial copies submitted along with the application. In the event of discrepancies or false reporting of any information Hunter College reserves the right to change/withdraw its offer of admission.

**Applicants admitted to the School of Arts & Sciences, School of Education, School of Nursing, School of Health Professions and School of Urban Public Health must submit all official transcripts to:**

Graduate Admissions  
223 North  
695 Park Ave.  
New York, NY, 10065

**For Applicants admitted to the School of Social Work must mail their official transcripts to:**

Silberman School of Social Work  
Enrollment Management 7th Floor  
2180 Third Avenue  
New York, NY 10035

Specific information on submitting of academic transcripts can be found at:  

Applicants to some graduate programs may be asked for additional materials and may be interviewed by a member of the program to which the application is made.

Credentials submitted in support of an application become the property of Hunter College and will not be released to the applicant or transmitted to a third party, except for those foreign certificates considered irreplaceable. Original foreign documents will be returned to the applicant only if, at the time of filing, they are accompanied by photocopies.

**Application Fee**

A $125 application fee is required of all applicants. Applications submitted without the fee cannot be processed. You can pay your application fee via credit card online when you are ready to submit your online application form or you can mail a check or money order to the Graduate Admissions Office. Please make checks or money orders payable to Hunter College. If a check is written for you by someone else, be sure your name appears on the face of the check. Those currently attending Hunter as graduate non-degree students who are applying for degree status need not pay this fee. As the application fee is devoted to the administrative cost of processing all applications, it is not refundable under any circumstances, regardless of the outcome, the date of filing, the time of review, or, if for whatever reason, the application is withdrawn.

**Graduate Admissions: General**

An applicant for admission to Hunter College as a matriculated student in any of the master’s programs must meet the following minimum requirements in order to be considered: (For admission to the School of Social Work, see Silberman School of Social Work section of this catalog.)

1. The student must hold a bachelor's degree from a regionally accredited institution, comparable in standard and content to a bachelor's degree from Hunter College.

   Degrees granted on the basis of work completed at institutions which are not fully accredited, or on the basis of nonacademic prior learning, test scores, and other than organized supervised course work in academic subjects may not be considered comparable.
2. The student must demonstrate ability to pursue graduate work successfully. In general, the minimum requirements for consideration are an undergraduate average of B in the area in which the student wishes to specialize and an average of B minus in the undergraduate record as a whole. Applicants are required to submit official transcripts from all undergraduate and graduate institutions attended other than Hunter College.

3. For admission in the School of Arts and Sciences, the student is usually required to present at least 18 credits of previous work in the area of specialization acceptable to the school or department concerned and two letters of reference. See specific program descriptions for additional requirements.

For admission to the School of Education, the student is usually required to present at least 36 credits of previous liberal arts and science courses and a liberal arts or science major of at least 30 credits. See specific program descriptions for detailed requirements.

4. Competency Examinations

The Graduate Record Examination: The general aptitude test of the Graduate Record Examination (GRE) is required of most applicants to the School of Arts and Sciences and to the School of Health Sciences. See specific program descriptions regarding this requirement. It is not required for the School of Education or the School of Nursing.

Applicants should write directly to:
Graduate Record Examination, Educational Testing Service
Box 6000, Princeton, NJ 08541-6000
(609) 771-7670
http://www.gre.org
for full information and arrangements to take the test. The GRE should be taken no later than February for fall admission and September for spring admission. The Hunter College institution code is 2301.

The Test of English as a Foreign Language (TOEFL)* is required of all applicants whose native language is not English and/or who have taken all or part of their post-secondary education in a country where English is not the native language. Such applicants, regardless of country of citizenship or U.S. permanent resident status, must take this examination. Depending on the program selected, an applicant may also be required to take the TWE (Test of Written English) and the TSE (Test of Spoken English), also administered by the Educational Testing Service.

Applicants should plan to take these examination(s) at least nine months before their intended date of enrollment. Information about TOEFL, TWE, and TSE can be obtained by writing to TOEFL Bulletins, P.O. Box 6151, Princeton, NJ 08541-6151-(609) 771-7100-http://www.toefl.org. The Hunter College institution code is 2301.

Graduate Advisers for Department of Romance Languages

Return to Department of Romance Languages

French:

Francesca Canadè Sautman
1318 West; (212) 772-5103
fsautman@hunter.cuny.edu

Italian:

Monica Calabritto
1308 West
Graduate Assistantships

Graduate assistantships may be available in some departments and are awarded to master’s and doctoral students on the basis of academic qualifications. The duties of graduate assistants may include teaching, research, laboratory work, graduate program administration and similar assignments as specified by the academic department. Students should contact their graduate advisers about such opportunities.

Graduate Curriculum Social Research

Degree Requirements

Completion of the graduate program in social research requires a minimum of 45 credits, which include:

1. Core Courses
• GSR 70800 Statistics I
• GSR 70900 Statistics II
• GSR 71000 Qualitative Digital Research Methods
• GSR 71100 Quantitative Digital Research Methods
• GSR 70200 Contemporary Sociological Theory
• GSR 71600 Workshop in Using Information Technology for Research
• GSR 71700 Seminar in Applied and Evaluation Research
• GSR 71900 Applied Research Seminar

2. Electives

Fifteen credits are taken in courses according to the student's interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. Internship Requirements

Degree candidates must work as research interns in public or private organizations for a minimum of three 12 weeks full-time or 24 weeks part-time.

• GSR 71800 Research Internship

Additional Information

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).

Graduate Masters Programs: Academic Plan, Credits and Range of Credits for Financial Aid

<table>
<thead>
<tr>
<th>Academic Organization</th>
<th>Academic Plan</th>
<th>Program Description</th>
<th>Credits</th>
<th>Range of Credits for Financial Aid</th>
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<tbody>
<tr>
<td>ANTH-HTR</td>
<td>ANTHRO-MA</td>
<td>Anthropology MA</td>
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<td>30-45</td>
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<td>Art History MA</td>
<td>30</td>
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<td>Department</td>
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<td>ECON-HTR</td>
<td>ACCT-MS</td>
<td>Accounting MS</td>
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**Graduate Programs: Information**

School of Education programs at Hunter College prepare prospective teachers, counselors, and leaders to serve as highly effective professionals who work with children and adults of diverse backgrounds, abilities, and interests within an array of human development settings in New York State.

The School of Education has over sixty master's and advanced certificate programs that lead to initial, professional, or additional certification for new york teachers, school counselors, and building/district leaders; our counseling programs lead to state licensure; and our research programs in Instructional Leadership (Ed.D) and Educational Psychology (MA) expand student abilities in the production and expansion of new knowledge.

Our vast program offerings are designed for many different types of students — for recent graduates or career-changers who are new to the field of education, as well as current teachers seeking new areas of certification or professional advancement in the areas of:

- Adolescent Education
- Bilingual Education
- Childhood Education
- Creative Arts Education
- Counseling
- Early Childhood Education
- Educational Psychology
- Educational Leadership
The School of Education is committed to the development of teacher, counselor, and leadership candidates that will both make a positive contribution to their professions and be lifelong students. Our professional preparation programs focus on the unique challenges of working in NYC, and the core of our educational mission is to be a place for aspiring teachers, leaders, and counselors to learn their craft and contribute to the future in a variety of settings throughout the metropolitan area and beyond.

School of Education students are held to the highest professional and academic standards, and during their time here, will:

- Learn the theory and best practice for effective professional contributions.
- Understand the history, philosophy, psychology, and sociology that underpins their profession and that will inform their practice.
- Develop knowledge and skills to successfully work in their school, clinic, or other settings in the betterment of children and adults.

The School of Education also believes in preparing teacher, leader, and counseling candidates to work with the diverse population of today's modern society, and recognizes that learning takes place inside social and community networks that support student and individual growth. Becoming a Hunter College teacher, leader, or counselor candidate requires dedication to the continuous improvement of one's professional abilities. Our programs, therefore, focus on developing the capacity to reflect on an individual's practice in order to strengthen their work with students or clients and grow as professionals throughout their career.

**Graduate Students Association**

All registered graduate students except those who do not pay the student fee because they are maintaining matriculation are members of the Graduate Students Association (GSA) and may use the services provided by the association, which include use of the graduate lounge and attendance at departmental colloquia and special departmental projects and events.

Every spring each graduate department or program elects a representative to the GSA Senate. GSA members may serve on the Hunter College Senate and on many college committees. A GSA delegate also participates in the University Student Senate. Copies of the GSA constitution and additional information may be obtained from the GSA office. Graduate students are encouraged to participate actively in the affairs of the association. For information, call (212) 772-4309. The GSA office is located in Room 218 Thomas Hunter Hall.

**Graduate Study at Hunter**

Hunter College, the second oldest college in The City University of New York, offers master's degrees in more than 50 fields of study and doctoral programs – some at Hunter exclusively and some in cooperation with the CUNY Graduate Center. We have graduate programs in the arts, sciences, languages and literature – as well as in the professional fields of accounting, education, health, nursing, nutrition, social work and urban planning – and all are considered exceptional. Currently about 6,000 students enroll in these programs.
One of our most important areas—now, as throughout our more than 140-year history—is teacher education. The School of Education today offers a broad range of graduate programs designed to prepare teachers, counselors and administrators for practice, leadership and innovation in education. A doctorate in Education (EdD) prepares students for careers in instructional leadership.

The Hunter-Bellevue School of Nursing, the School of Health Professions, and the School of Urban Public Health are nationally recognized for new approaches to teaching, research and service in health care. The School of Nursing provides a wide array of accredited programs designed to prepare students for leadership positions in health care (including the new Doctor of Nursing Practice, DNP); the School of Health Professions offers an outstanding master's program in speech-language pathology and a doctorate in physical therapy. The School of Urban Public Health offers BS/MS and MS degrees in nutrition. Through the City University Graduate Center, doctoral degrees in audiology, nursing science, social work and public health are available.

The Silberman School of Social Work, located in its new home in East Harlem, offers several flexible program options leading to the master of social work degree. It is one of the top graduate social work schools in the country. Its faculty is renowned both for training leaders and innovative thinkers in social work and for providing expert service to New York's multicultural community. Through leading-edge course work, opportunities for challenging field experience, method-based training and a practice-centered education, the Silberman School provides unequaled opportunities to learn and excel in our dynamic urban environment. (the School also offers a BSW, its first undergraduate degree).

The School of Arts and Sciences has an outstanding roster of graduate programs in the fine and performing arts, humanities, social sciences, and sciences and mathematics. In addition to many master's programs, we offer doctoral degrees in the sciences in cooperation with the CUNY Graduate School. Our faculty members push the frontiers of knowledge in their disciplines and are at the forefront of creative innovation. Graduates have gone on to elite doctoral programs, achieved distinction in various creative fields, and enjoyed successful careers built on their Hunter training. Graduate study at Hunter is enhanced by our excellent performance facilities, research laboratories, and art studio space. Our MFA programs in Playwriting, Music, Dance, Integrated Media Arts and Creative writing are taught by renowned, award-winning artists. With Hunter's central location on Manhattan's East Side, the city's major museums, concert halls, and galleries are within easy walking distance, as are famed biomedical research facilities that offer extraordinary opportunities for collaborative study and research.

Hunter's faculty includes many distinguished scholars, educators, and creative artists, all of whom play major roles in New York's academic, cultural, civic and educational life. With over $50 million annually in research grants and awards, Hunter's faculty is internationally respected for its creativity, energy and scholarship.

Hunter College of The City University of New York

695 Park Avenue
New York, NY 10065

(212) 772-4000
http://www.hunter.cuny.edu/

Graduation

All students must apply to graduate from their program in order to officially complete their program and have their degree conferred. Graduation applications are submitted and processed online through a student's myHunter page. The graduation application period begins a full year prior to the student's final semester. All graduation applications are reviewed by the Degree Audit Division within the Registrar's Office. Students must complete any admission conditions, program requirements and exit requirements prior to graduation date in order to be eligible for graduation.

Graduate students must be matriculated in their final semester at Hunter College by enrolling in a course at Hunter (or another CUNY college through e-permit) or Maintaining Matriculation.
Health/Safety Policies & Procedures

- CUNY Policy on Sexual Misconduct
- CUNY Campus and Workplace Violence Prevention Policy
- Fire Safety Plan
- Department of Public Safety and Security
- Notice of Access to Campus Crime Statistics, the Campus Security Report and Information on Registered Sex Offenders
- Drug-Free Schools and Campuses
- Persona Non Grata Guideline

HEGIS/Admission Codes

HEGIS and Admission/Curriculum Codes

This is a list of graduate degree, advanced certificate, and combined undergraduate/graduate degree program offered at Hunter College. These programs have been approved by the New York State Education Department and are listed in the Inventory of Registered Programs, http://www.nysed.gov/heds/irps1.html.

Next to each program on the list are the appropriate Higher Education General Information Survey (HEGIS) code number and the Hunter College admission/curriculum code number.

For specific information on a particular graduate program – including faculty, admission and degree requirements, and course descriptions, consult Programs of Study.

School of Arts and Sciences

HEGIS and Admission/Curriculum Codes for the School of Arts and Sciences

School of Urban Public Health

HEGIS and Admission/Curriculum Codes for the School of Urban Public Health

Hunter-Bellevue School of Nursing

HEGIS and Admission/Curriculum Codes for the Hunter-Bellevue School of Nursing

School of Social Work

HEGIS and Admission/Curriculum Codes for the School of Social Work

School of Education
HEGIS and Admission/Curriculum Codes for the School of Education

School of Health Professions

HEGIS and Admission/Curriculum Codes for the School of Health Professions

Graduate Programs

Page 5 contains a list of graduate degree, advanced certificate, and combined undergraduate/graduate degree program offered at Hunter College. These programs have been approved by the New York State Education Department and are listed in the Inventory of Registered Programs, http://www.nysed.gov/heds/irpsl1.html.

Next to each program on the list appearing the this catalog are the appropriate Higher Education General Information Survey (HEGIS) code number and the Hunter College admission/curriculum code number.

For specific information on a particular graduate program – including faculty, admission and degree requirements, and course descriptions, consult the appropriate section of this catalog.

History Faculty

Return to History Department

Richard Belsky, Associate Professor; PhD, Harvard; East Asian history, social and political history of Modern China

Manu Bhagavan, Professor; PhD, Texas at Austin; modern South Asia, human rights, international history

Eduardo Contreras, Associate Professor; PhD, Chicago: Nineteenth and Twentieth-Century US, US Latinas/o/xs, migration, race and ethnicity; Central America

Donna T. Haverty-Stacke, Professor; PhD, Cornell; US labor history, urban history, cultural history, biography, legal history

D’Weston Haywood, Associate Professor; PhD Northwestern; African-American history; Black masculinities; cultural and political history; race and gender studies; Black civil rights; Hip-Hop; racial justice; Black protest movements.

Benjamin Hett, Professor; PhD, Harvard; modern European history

Daniel Hurewitz, Associate Professor; PhD California at Los Angeles (UCLA); 20th century US History; LGBTQ History; Politics of Gender and Sexuality; Theater as History

Karen Kern, Associate Professor; PhD, Columbia; history of the Middle East, history of the late Ottoman Empire; comparative imperialism and nationalism; social and legal history

Elidor Mëhilli, Associate Professor; PhD, Princeton; modern Eastern and Central Europe, modern Italy, Russia and Soviet Union

Mary Roldán, Dorothy Epstein Professor of Latin American history; Department Chair; PhD, Harvard; Latin American history; violence, state formation, 20th century Colombia, Cold War radio, religion and rural development, media, politics and the public sphere
Jonathan Rosenberg, Professor; PhD, Harvard; Twentieth-century US and the world; Cold War; music, politics, and society in US history; US civil rights history; US political history

Jill Rosenthal, Assistant Professor; PhD, Emory; History of Africa (Great Lakes Region), History of Humanitarian and Development Aid, migration, refugees, and making of modern world

Laura Schor, Professor; PhD, Rochester; modern France, modern European Jewish History, European women's history, 20th century Jerusalem

Return to History Department

Hunter Campus Centers

School of Urban Public Health faculty are affiliated with several City University of New York research centers and institutes. These provide opportunities for faculty and student research.

The New York City Food Policy Center develops intersectoral, innovative and evidence-based solutions to preventing diet-related diseases and promoting food security in New York and other cities. The Center works with policy makers, community organizations, advocates and the public to promote community and economic development. Through interdisciplinary research, policy analysis, evaluation and education, we leverage the expertise and passion of the students, faculty and staff of Hunter College and CUNY. The Center aims to make New York a model for smart, fair food policy.

Affiliated public health faculty: Leung, Navder, Platkin, Yeh
Website: http://www.nycfoodpolicy.org/

The Brookdale Center on Healthy Urban Aging and Longevity at Hunter College advances successful aging and longevity through research, education, and evaluation of evidence-based models of practice and policy. The Brookdale Center shares the East Harlem campus with both the Silberman School of Social Work and the School of Urban Public Health. Brookdale Center takes a leading role in the development of evidence-based “best practices” to advance the health and well-being of a new generation. Brookdale is breaking new ground in aging services by connecting and integrating the applied fields of gerontology with health policy. Brookdale Center serves as a critical bridge between gerontological education, research, policy, practice and advocacy, and is recognized nationally today as a major center of excellence.

Acting Director: Daniel Gardner
Website: http://www.brookdale.org/

Center for Basic and Translational Research

Center for Translational and Basic Research (CTBR) mission is to address health disparities and improve health outcomes. The CTBR is a consortium of researchers within Hunter College of the City University of New York—one of the largest public universities in the nation. It boasts unparalleled quality and diversity in its researchers on both the faculty and graduate student levels. At the heart of the CTBR’s mission is an imperative to build unique collaborations among biologists, chemists and biopsychologists; to recruit and equip outstanding faculty; to develop and share core research facilities; to implement strategies for scientific networking; and to address health disparities in our population involving the Hunter Silberman School of Social Work, the Hunter-Bellevue School of Nursing and the Weill Cornell Medicine Clinical and Translational Science Center. The CTBR is funded by a major grant from the National Institute on Minority Health and Health Disparities, NIH.

Website: http://ctbr.hunter.cuny.edu

Center for HIV Educational Studies and Training at Hunter College (CHEST) conducts research on social and psychological factors that contribute to HIV transmission and/or the wellbeing of those living with HIV, and with a
particular emphasis on the promotion of sexual health. CHEST’s mission is to conduct research to identify and promote strategies that prevent the spread of HIV and improve the lives of people living with HIV. We have been advocating for and working with the LGBT community since 1996. CHEST is part of Hunter College of the City University of New York, where Dr. Jeffrey Parsons (Director) is a Distinguished Professor in the Psychology Department. Drs. Tyrel Starks and H. Jonathon Rendina, both from the Hunter Psychology Department, are faculty affiliates. CHEST has strong affiliations throughout the CUNY system with Faculty Affiliates including: Dr. David Bimbi (Laguardia Community College), Dr. Christian Grov (CUNY School of Public Health), Dr. Juline Koken (Laguardia Community College). In addition, CHEST has strong collaborative partnerships with investigators at Northwestern University, Wayne State University, University of Minnesota, and Mount Sinai School of Medicine. As an academic research center, CHEST supports post-doctoral fellows, doctoral candidates, master’s students, and undergraduate interns. The majority of our doctoral students attend the CUNY Graduate Center's Health Psychology and Clinical Sciences doctoral programs.

Website: http://www.chestnyc.org

CUNY Institute for Sustainable Cities (CISC) works to realize cities as part of the solution to global sustainability challenges. The CUNY Institute for Sustainable Cities (CISC) works to realize cities as part of the solution to global sustainability challenges. By merging the science of sustainability with innovative public programming, we examine opportunities available to cities—and their residents—for proactive responses to ongoing environmental change. We harness the potential of formal and informal means to inspire a new generation of environmental thinkers. In doing so, we seek to understand and influence the evolution of the urban environment, while connecting the CUNY community, decision-makers and the general public to these critical issues. CISC explores the nature and complexity of cities through the following themes and questions:

- **Consumption**: What are the elements, patterns, and impacts of urban consumption and how do they change over time?
- **Vulnerability and Resilience**: How are cities impacted by global environmental change and what are their response capacities?
- **Ecosystem Services**: What services to urban ecosystems provide to cities and how can their maintenance and restoration benefit urban areas?

Website: http://www.cunysustainablecities.org

**Hunter College Libraries**

The Hunter College Libraries, with locations at all of our campuses, offer the Hunter College community access to a wide variety of services, collections, and spaces for research and teaching. At the 68th Street campus, the Leon & Toby Cooperman Library occupies nine floors in the East Building, with entrances to the library on the 3rd and 7th floors. The Cooperman Library is home to the Hunter College Archives & Special Collections (Floor 2), the Silverstein Student Success Center (Floor 7), and the Education Library (Floor 6). Also at the 68th Street campus, the Zabar Art Library is located on the 16th Floor of the North Building. The Brookdale campus (425 East 25th Street) is home to the Health Professions Library, and the Silberman Building (2180 Third Avenue) houses the Social Work and Urban Public Health Library.

Our spaces include collaborative work areas, reservable study rooms, and areas for quiet study. Additionally, we provide desktop, laptop, and tablet computers as well as printers, photocopiers, scanners, whiteboards, and lots of electrical outlets.
Librarians are available for one-on-one and group research consultations. Request an appointment with a librarian by completing the Research Consultation form here: ask-a-librarian.

For more information about our services, including specifics about each of the libraries, please visit the Hunter College Libraries' website.

Please note that the Cooperman Library is undergoing a phased renovation project which involves temporary floor closures due to construction. Take note of posted signage in the library and check our website for up-to-date information.

Leon and Toby Cooperman (68th Street Campus)
East 68th Street & Lexington Avenue
New York, NY 10065
Phone: (212) 772-4143

Health Professions Library (Brookdale Campus)
425 E. 25th St. at 1st Avenue
New York, NY 10010
Phone: (212) 481-5116

Schools of Social Work & Urban Public Health Library (Silberman Building)
2180 Third Avenue at 119th Street
New York, NY 10035
Phone: (212) 396-7654

Archives & Special Collections (68th Street Campus)
East 68th Street & Lexington Ave. - 2nd Floor
New York, NY 10065
Phone: (212) 772-4149

Zabar Art Library (68th Street Campus)
East 68th Street & Lexington Ave. - Rm 1608N
Hunter College Mission Statement

Hunter College is a comprehensive teaching, research and service institution, long committed to excellence and access in the education of undergraduate and graduate students in the liberal arts and sciences, as well as in several professional fields: education, health sciences, nursing and social work.

Founded in 1870, Hunter is one of the oldest public colleges in the country, dedicated from its earliest days to serving a student body which reflects the diversity of New York City. Hunter takes pride in the success it has had over the years in enabling the people of New York to combine the strengths of their varied experiences with the skills they need to participate effectively in the wider society. Committed to the achievement of a pluralistic community, Hunter College offers a curriculum designed to meet the highest academic standards while also fostering understanding among groups from different racial, cultural and ethnic backgrounds.

The goal of a Hunter College education is to encourage the fullest possible intellectual and personal growth in each student. While preparation for specific careers is an important objective of many programs, the fundamental aim of the college experience as a whole is to develop a student's rational, critical and creative powers. Such development involves the abilities to conceptualize and analyze, to relate the concrete and particular to the abstract and general, and to think and write logically and coherently. It also includes a broadening and deepening of outlook: an awareness of one's own and other cultures as well as of the enduring questions and answers concerning being, purpose, and value that confront humanity. Finally, the educational experience at Hunter is intended to inspire a zest for learning as well as to bring the recognition that learning is pleasurable and knowledge is useful.

While teaching and research are its primary missions, community service is also an essential goal of the college. Hunter faculty seek to generate new knowledge and to design programs to address the myriad cultural, social and political needs of New York City and the world.

Hunter College Ombudsman

The Ombudsman is empowered by the Hunter College Governance Charter to investigate complaints and grievances by any member of the college community (student, faculty, staff, or administration) about a problem or condition in the college. When requested and where possible, the anonymity of a complainant will be protected and names will not be used in any reports the Ombudsman may make.

When someone feels unfairly treated or unjustly disadvantaged, the Ombudsman can advise the person of the available appeals procedures, recommend corrective action to be taken by the appropriate college officers or recommend changes in college procedures or regulations that would eliminate such injustices in the future.

The Office of the Ombudsman is in Room 1016 Hunter East; The ombudsman may be reached at ombuds@hunter.cuny.edu or at (212) 772-4203.

Hunter College Policy on Academic Integrity

Table of Contents
I. Procedures for Reporting Academic Integrity Violations

To initiate the procedure for addressing an allegation of academic dishonesty, faculty members must complete the online Academic Integrity Form indicating the recommended academic sanction, which involves a grade penalty (i.e., a reduced grade). Disciplinary sanctions may only be pursued by the Dean of Students if the case merits them.

I. Procedure for Academic Sanctions

A. When the faculty member suspects academic dishonesty and wants an academic sanction, the professor should first confer with the student. If the student admits to the violation, the instructor should inform the student of the grade penalty and report the action taken on the online Academic Integrity Form and upload all supporting documentation [pdf]. The faculty should submit the online reporting form within 30 days of discovery of the academic dishonesty. The Office of Student Conduct will contact the student once we receive a completed online form. Faculty members must submit the online form within 30 days of discovery of the academic dishonesty.

B. If the student admits to academic dishonesty but believes the grade penalty is too severe, the instructor should select the appropriate option on the online Academic Integrity Form, upload supporting documentation and submit it online. The Academic Integrity Official shall submit a placeholder grade of "PEN" if occurrence is during the middle of the semester. If the occurrence is at the end of the semester the instructor should submit the student's final grade at the end of the semester. At that point, the student may contest the grade sanction by appealing the course grade through the College's grade appeal procedure. Once the student has admitted the violation, s/he may contest only the severity of the grade sanction, not the dishonesty allegation itself. If the student appeals the grade, the departmental and Senate grade appeals committees should send copies of their findings to the Hunter College Academic Integrity Official.

C. If the student denies the allegation of academic dishonesty, the faculty member will report that this is the student's position on the online Academic Integrity Form. The matter will first be reviewed by the Academic Integrity Official who will conduct a fact finding investigation and attempt to resolve the matter. If the matter cannot be resolved then Mediation will be proposed between both parties with a third party member. If the case is not resolved through Mediation then it will be moved to an official hearing before the Faculty-Student Disciplinary Committee who will render judgment upon conclusion of the hearing. The student has the right to appeal the Committee's judgment by appealing with the President's Office.

D. Students who either admit to an act of academic dishonesty or are found to have committed one by the Academic Integrity Official will receive a letter from Hunter College's Academic Integrity Official notifying them that this matter has been reported to the Dean of Students Office. When an academic integrity accusation is resolved by the Faculty-Student Disciplinary Committee, the student and faculty member will be notified of the findings.

II. Procedure for Disciplinary Sanctions

A. The Dean of Students has the right to pursue disciplinary sanctions against any student should the case deem appropriate, which includes substantial violations, if the student has prior violations or when academic sanctions were not executed because the student withdrew from the course.

III. Faculty-Student Disciplinary Committee
The purpose of the Faculty-Student Disciplinary Committee is to review evidence when an academic sanction is being sought and when the allegations of academic dishonesty are still in dispute after meetings with the Academic Integrity Official and Mediator have occurred. The Committee will proceed in the following manner:

1. If the charge of academic dishonesty is denied by the student, the faculty member will advise the student that the matter has been referred to the Hunter College Academic Integrity Official, who will initiate the fact-finding process.
2. A panel of three Faculty-Student Disciplinary Committee members will be selected and convened by Hunter College Academic Integrity Official to review the evidence for each case.
3. The faculty member and student will be invited to present their case at a formal hearing, which will be conducted within 30 days of receipt of the online Academic Integrity Form.
4. The committee will deliberate in closed session (i.e., with neither student nor instructor present) and submit its findings, in writing, to the Hunter College Academic Integrity Official, who will then notify the faculty member and student. Although faculty members reserve the right to submit grades whenever they deem appropriate, they are encouraged not to submit grades for the disputed work or a final course grade until they have been notified of the committee's findings. Students may appeal the final course grade through the College's grade appeal process.

IV. Committee Structure

A. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committee. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

B. The faculty members shall be selected by lot from a panel of six elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

C. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty or student panel by lottery.

D. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chair and any two members, one of whom must be a student. A panel of three, consisting of two faculty members and one student selected from the twelve committee members, will be convened by the Hunter College Academic Integrity Official for each hearing. Faculty members and graduate students affiliated with the department, and undergraduate students majoring in the department's programs, will not be selected to serve on that particular panel.

V. Clarification of the Process

All questions regarding these procedures or the College's disciplinary process should be referred to the Office of Student Conduct in the Vice President for Student Affairs and Dean of Students office (Room 1103 East, phone 212.772.4534/212.396.6484 or email at academic.integrity@hunter.cuny.edu).
VI. Academic Sanctions

Reduced or "F" grade on academic exercise
Reduced or "F" grade in course

CUNY Examples of substantial violations
These include but are not limited to:

Forging any type of document
Stealing an examination from faculty or a College Office
Taking an examination for someone or having someone take it on your behalf
Writing a paper for someone or having someone write your paper
Purposely sabotaging another student's work that prevent his/her completion of an assignment
The student has previously violated the policy
Any violations made by a graduate and or professional student or a student who is pursuing professional licensure.

Hunter College Senate

The Hunter College Senate, chartered in 1970, is the principal governance body of the college and the only such body that holds a governance charter with the CUNY Board of Trustees. The Senate has authority to determine college policy in matters related to:

1. Curriculum
2. Academic requirements and standards
3. Instruction and the evaluation of teaching
4. College development, including master plan
5. Computing and technology

Representatives of the faculty, student body, and administration constitute the voting membership of the Senate and serve for a term of two years. The elected officers of the Senate include the chairperson, vice-chairperson, and secretary of the Senate, and the chairperson of the Senate's Evening Council, who constitute the Senate Administrative Committee.

Regular meetings of the Senate are planned for one-and-a-half hours and are held twice a month. Additional monthly meetings are called as needed. Election of faculty and student members to the Senate occurs during the spring semester.

Many standing committees and a varying number of special and ad hoc committees accomplish much of the work of the Senate. Membership on committees is representative and open to all faculty and students by election of the full Senate from a slate recommended by the Nominating Committee and by nominations from the Senate floor.

Faculty members and students are encouraged to become involved in the meetings of the Hunter College Senate and its committees.

Further information may be obtained by visiting the Senate Office, Room 1018 Hunter East Building, (212) 772-4200, or at http://www.hunter.cuny.edu/senate.

Hunter College Smoking Policy

Hunter College is a non-smoking environment (facility) pursuant to New York City Law.
Hunter Galleries

Main campus gallery: (212) 772-4991

The Hunter College Art Galleries, comprised of the Bertha and Karl Leubsdorf Gallery, The 205 Hudson Gallery, and The Artist's Institute are committed to a dynamic exhibition program that expands the classroom experience of undergraduate learning across the college. The Galleries are also integral to the graduate programs in Art and Art History, affording students the opportunity to work hands-on with faculty, guest curators, and gallery staff to develop exhibitions that encourage critical thinking, original research, and direct contact with both historical and contemporary art.

The Bertha and Karl Leubsdorf Gallery is located in the West Building of the main campus at 68th Street and Lexington Avenue and focuses on historical and scholarly exhibitions developed by faculty, students, and alumni.

The 205 Hudson Gallery is a new street level exhibition space, housed in the Studio MFA program building in Tribeca. 205 Hudson is dedicated to engaging contemporary art through diverse exhibitions, performance events, and programming, including exhibitions of graduating MFA students.

The Artist's Institute, located at Casa Lally on East 65th Street, was founded in 2010 by Hunter College and curator Anthony Huberman. The Artist's Institute is an experimental platform for thinking about art in the present moment, with an annual program that is divided into two six-month seasons, each of which is dedicated to the work of a single artist.

Located in the Silberman School of Social Work Building at 119th Street, The Hunter College East Harlem Art Gallery is a space for initiating partnerships between different departments and academic disciplines. The gallery presents exhibitions and public events that foster academic collaboration at Hunter College while addressing subjects relevant to the East Harlem community.

Hunter-Bellevue School of Nursing

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<th>Program</th>
<th>Degree</th>
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Hunter-Bellevue School of Nursing: Administration

The Hunter-Bellevue School of Nursing
425 East 25th Street
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Website: http://www.hunter.cuny.edu/nursing/

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Joan Hansen Grabe Dean and Professor
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Associate Dean for Administration:
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Associate Dean of Graduate Programs:
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Coordinator, Community/Public Health Nursing

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Co-Coordinator, Gerontological/Adult Nurse Practitioner (MS)

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Coordinator, Psychiatric/Mental Health Nurse Practitioner (MS) and Psychiatric/Mental Health Nurse Practitioner Post-Master's Advanced Certificate:

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Nursing Administration/Public Administration (MS/MPA):

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Coordinator, Adult-Gerontology Clinical Nurse Specialist:

Christine Cutugno
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Coordinator, Doctor of Nursing Practice (DNP)

Caroline Hewitt
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ch516@hunter.cuny.edu

Hunter-Bellevue School of Nursing: Faculty
Return to Hunter-Bellevue School of Nursing

**Judith Aponte**, Associate Professor, Nursing and Coordinator Community/Public Health Nursing; AA NYC Technical College, BS, MS Nursing Hunter, PhD Columbia

**Steven Baumann**, Professor, Nursing and Co-Coordinator, Gerontological/Adult Nurse Practitioner MS; BS Nursing Malloy, MSN Catholic, PhD Adelphi

**Mary F. L. Belmont**, Distinguished Lecturer; BS Cornell - New York Hospital School of Nursing; MA Columbia Teachers College; MS Hunter Bellevue School of Nursing; EdD Columbia Teachers College

**Elizabeth Capezuti**, W. R. Hearst Chair in Gerontology Nursing and Associate Dean for Research, Nursing; BS Nursing Lehman, MS Nursing Hunter, PhD U Pennsylvania

**Elizabeth Cohn**, Professor and Rudin Chair in Nursing; BA Sociology SUNY Purchase; AAS Nursing Nassau Community College; BS, MS Nursing SUNY Stony Brook; PhD Columbia

**Jennifer DiPiazza-Sileo**, Assistant Professor Nursing; BS MS PhD Columbia

**Viktoriya Fridman**, Clinical Professor; BS Nursing Hunter, MS Nursing SUNY Stony Brook, DNP Seton Hall

**Christine Anne Ganzer**, Associate Professor, Nursing and Coordinator, PMHNP MS and Adv Cert; BS Syracuse, MA NYU, MS Nursing SUNY Stony Brook, PhD U Arizona

**Lori Smith Goshin**, Associate Professor, Nursing; BA MSN Nursing U Texas Austin, PhD Columbia

**Tara Heagele**, Assistant Professor; BS Nursing College of N.J., MS Nursing Education Monmouth, PhD Rutgers

**Mary Hickey**, Clinical Professor, Nursing, Associate Dean of Graduate Programs and Co-Coordinator, Gerontological/Adult Nurse Practitioner MS; BS Nursing Georgetown, MS Nursing Adelphi, EdD Dowling

**Elsie Jolade**, Clinical Professor, Nursing; BSN, MSN, DNP Fairleigh Dickinson

**Abigail Kotowski**, Clinical Professor Nursing; BS Nursing City College NY, MS Nursing Hunter, PhD Graduate Center CUNY

**Ellen McCabe**, Assistant Professor; BSN, MSN, PhD Penn

**Gail McCain**, Joan Hansen Grabe Dean and Professor, Nursing; BA Baldwin Wallace, MA Kent State, MS Nursing SUNY Buffalo, PhD Case Western Reserve

**Lynda Olender**, Distinguished Lecturer, Nursing; BS Nursing College of Staten Island NY, MA Nursing NYU, PhD Seton Hall

**So Hyun Park**, Assistant Professor, Nursing; BS Catholic University (Seoul, Korea), MS Columbia, PhD Yale

**Domenica Potenza**, Clinical Professor; AAS Concordia, BS Mercy, DNP Hunter

**Barbara Ravida**, Lecturer Nursing, AAS Beth Israel School of Nursing NY, BS Nursing Pace, MS Nursing Hunter, MS Seton Hall

**Jin Young Seo**, Assistant Professor Nursing, BS Nursing KyungPook National U South Korea, MS, PhD SUNY Buffalo

**Leighsa Sharoff**, Associate Professor, Nursing; BS Nursing Adelphi, MS Nursing Hunter, EdD Columbia
Mitchell Solovay, Lecturer, Nursing; AA Nassau Community College, BA BS (Nursing) SUNY Stony Brook, MS, DNP Hunter

Carolyn Sun, Assistant Professor, Nursing

An-Yun (Emily) Yeh, Assistant Professor; BS Nursing National Taiwan U.; MS Nursing, PhD U. of Michigan

Cheryl Zauderer, Clinical Professor, Nursing; BS Nursing Adelphi, MS Stony Brook, PhD Capella

Ida K. Lang Recital Hall

4th Floor Hunter North
Box office: (212) 772-4448
Administrative office: (212) 772-4227

The Ida K. Lang Recital Hall, a 149-seat auditorium designed by the firm of Abramowitz Kingsland Schiff, opened in Spring 1995. This state-of-the-art facility hosts jazz concerts, chamber music ensembles and film festivals and houses most of the Department of Music graduation and faculty recitals. Artists from throughout the world have performed at the Lang.

IMA Faculty

Kelly Anderson, Professor and Department Chair; BA, Brown; Documentary Production and Editing

Andrew Demirjian, Assistant Professor, Film and Media Studies; BA Clark, MFA Hunter (CUNY)

Stuart Ewen, Distinguished Professor; PhD, SUNY; Social and Cultural History, Visual Culture, Graphics

Michael Gitlin, Associate Professor; BA Indiana, MFA Bard, Film and Video Production

Tami Gold, Professor; BA, Friends World College; Documentary and Dramatic Video Production, Video Art

Steve Gorelick, Distinguished Lecturer: PhD, CUNY; Media Studies, media and violence

Mick Hurbis-Cherrier, Professor; MFA, Northwestern; Film and Video Production, Screenwriting

Martin Lucas, Associate Professor; BFA, NYU, MFA Vermont College; Film & Video Production, New Media, Digital Culture

Andrew Lund, Associate Professor; MFA, JD Columbia; Directing, Screenwriting, Film and Video Production, Entertainment Law

Ivone Margulies, Professor; PhD, NYU; Issues of Realism in Film and Video, Feminist Film Criticism, Experimental Film and Video

Ricardo Miranda, Associate Professor, MFA, Carnegie Mellon; Interactive Media Production, Digital Cultural Studies

Shanti Thakur, Associate Professor; BA Concordia, BA Ottawa, MFA Temple; Documentary and Narrative Production, Film Editing
Incomplete Work in Course

Instructors may assign the grade IN, meaning that course work (examinations, assignments, classwork, lab work) was not completed. For an IN grade to be changed to a letter grade, all required coursework must be completed within one year after the IN grade is entered. If not changed to a letter grade within one year, the IN grade will become permanent. Penalties for lateness previously established for the course will remain in effect.

Students will have a maximum of one year to complete required course work, whether or not they are in attendance.

Institutional Policies

- Board of Trustees
- Bylaws of the Board of Trustees
- CUNY Policy on Academic Integrity
- CUNY Policy on Sexual Misconduct / Title IX
- Hunter College Policy on Academic Integrity
- Hunter College Smoking Policy
- CUNY Tobacco-Free Policy
- Disclaimers and Statement of Rights
- Procedures for Handling Student Complaints
- Notice of Non-Discrimination

International Students

An international applicant for admission to Hunter College is expected to have a firm command of the English language before he/she applies. No provisional admission is offered whereby a student may come to the university and spend a semester or a year learning English at the college.

If the applicant plans to enter or remain in the U.S. on a student visa (F-1), it will be necessary to complete a Certification of Finances form and provide documented proof of financial support confirming that he or she has the funds necessary to cover all college tuition and personal expenses (approximately $43,563.70 per year). This form and documentation are required in order to obtain the I-20 Certificate of Eligibility. This procedure takes place after determination of academic eligibility and before registration for the first semester, and is carried out under the auspices of the International Students Office in the Office of Student Services.

Note: Overseas applicants who are interested in attending Hunter College are advised not to come to the U.S. on a B-2 visitor’s visa. Unless prearranged through the American consul (and unless the visa is marked “prospective student”), the B-2 visitor’s visa will not be changed to the F-1 student visa once the applicant enters the U.S. The I-20 form (required by the U.S. Immigration Office) is issued only to students who have been accepted as full-time matriculants.

Applicants are responsible for the payment of all tuition fees at the time of registration. International students must be in a position to finance the cost of their education and living expenses as college-based financial assistance is not available.

Hunter College does not make housing arrangements for students; it is essential that students be prepared to make their own housing arrangements before arrival.
Note: Academic credentials from non-U.S. institutions are evaluated by the Office of Graduate Admissions in order to establish U.S. baccalaureate degree equivalency. Applicants need not submit third party equivalencies; however, they must submit official English translations of academic records written in languages other than English. The evaluation is conducted in accordance with minimum criteria set by the Hunter College Senate, and it takes place before the completed application is referred to the departmental admissions committee.

*Minimum satisfactory score on the TOEFL is 550-575 on the paper based test or 213-233 on the computer administered test or 60-68 (less speaking component) on the TOEFL IBT, depending upon the curriculum.

International Students Office

Rooms 1109/1133 Hunter East Building
(212) 772-4864
E-mail: intlss@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/studentservices/is

The International Students Office (ISO) provides vital immigration-related information to international students, including F-1 and J-1 Exchange Visitor status or visa holders, including Fulbright students sponsored by the Institute of International Education; other students with questions about their statuses to assist them in learning advocacy and status maintenance skills. The ISO also advises faculty/staff on matters of F-1/J-1 employment eligibility, etc. The ISO refers all undergraduate international students to Academic Advising Services and graduate international students to their respective departments for educational planning for timely graduation from Hunter College.

The ISO is an important source of information regarding immigration matters, such as the requirements for compliance with the Student Exchange and Visitors Information System (SEVIS) and the US Department of State. The ISO offers opportunities for off campus cross cultural engagement. The ISO issues SEVIS I-20/DS2019 forms to all newly admitted international students. It is also a strong liaison between the students and various offices within and off campus to help make the students' transition to Hunter College easier. It also provides individualized advising and holds small group discussions throughout the academic year on topics of interest, such as employment options, immigration law, tax issues, and adaptation to both the United States (U.S.) educational systems and to the U.S.

For more information, visit the International Students Office's online tutorial:
http://packages.kognito.com/cuny/hunter/Buills/001/

International Students: Criteria

Admission of international students is based on two factors: meeting the academic criteria for admissions and English language proficiency. Although the guarantee of sufficient financial resources to meet the cost of attendance is essential to maintaining one's respective status; it does not solely determine admissions into Hunter College. For purposes of admission, an international student is defined as an applicant who currently holds a student (F-1) or Exchange visitor (J-1) visa or seeks to change such an immigration status upon enrollment. The United States Citizenship and Immigration Services (USCIS) requires documentation of financial support before approving the issuance of a F-1 or J-1 Exchange Visitor status within the United States (if the admitted student is within the United States) and the State Department reviews financial status and substantial home ties of the applicant before issuing a visa, if the admitted student is overseas. Academic credentials from non-U.S. institutions are evaluated by the Office of Graduate Admissions in order to establish U.S. baccalaureate degree equivalency. Applicants need not submit third party equivalencies; however, they must submit official English translations of academic records written in languages other than English. The evaluation is conducted in accordance with minimum criteria set by the Hunter College Senate, and it takes place before the completed application is referred to the departmental admissions committee.

Leaves of Absence
Students who want a leave of absence for a specific period should apply for approval to their graduate adviser. Leaves are approved only for documented disabling illness, maternity, military service, or other unusual circumstances. Leaves may be approved up to a maximum of any two semesters (see "Readmission" in section on Admissions). Leave-of-absence forms may be obtained at http://registrar.hunter.cuny.edu/forms

**Limitations for Transferring Credits**

Transfer of credits is subject to the approval of the department or graduate adviser and to the regulations of the Hunter program in which the student is matriculated. The following additional limitations apply:

1. In order to be counted toward graduation, the course(s) for which transfer credit is requested must have been completed within five years prior to the awarding of the Hunter graduate degree. (A four-year restriction applies to the School of Arts and Sciences.)

2. Credits for courses in which the student earned a grade below B, or took a non-letter grade such as a pass/fail option, are not transferable.

3. A maximum of 12 credits may be transferred.

4. Courses used to satisfy entrance requirements, as well as courses used as part of a previously completed bachelor's program, may not be transferred.

*Note: Grades in courses transferred from other institutions, or from a prior master’s degree program taken at Hunter College, will not be calculated into the student’s grade point average (GPA), nor will these grades be posted on the current Hunter College record.*

**Lincoln Center Scholars Program**

The Lincoln Center Scholars Program for Creative Arts Education, a partnership between Lincoln Center Education and the Hunter College School of Education, provides carefully selected artists with graduate coursework, certification support, and assistance with finding jobs as certified arts teachers in New York City Schools.

**Literacy Programs**

- Literacy Education: Birth - Grade 6 - MSEd
- Literacy Education: Grades 5-12 - MSEd

**Literacy Space**

This reading lab of the Graduate Program in Literacy Education was created as a site for our practicum courses in literacy assessment and intervention. Literacy Space serves, free of charge, elementary and middle school struggling readers and writers, who are recommended to us by the local public and private schools. These children are paired with our graduate students, who are certified teachers, to begin a year-long or semester-long one-to-one intervention program. Professor Nadine Bryce serves as the coordinator of Literacy Space.

**Maintaining Matriculation**
A matriculated student who is not registered for any courses but is completing other degree requirements for graduation must complete the registration procedure by registering to maintain matriculation. A student must be registered for the semester of graduation but need not register for any semester during which no work is done toward graduation. The fee cannot be waived or refunded. Maintenance of matriculation is not proof of attendance.

**Math and Science Teacher Education Residency**

Math and Science Teacher Education Residency The Math and Science Teacher Education Residency (MASTER) program is a two-year teacher-preparation program for prospective math and science teachers that integrates graduate coursework with intensive, hands-on experiences in New York City schools. MASTER is a partnership between Hunter College, New Visions for Public Schools, the New York Hall of Science and the New York City Department of Education.

**Mathematics and Statistics Faculty**

Return to Mathematics and Statistics

**Ara Basmajian**, Professor; PhD, SUNY Stony Brook; Hyperbolic Geometry, Discrete Groups

**Martin Bendersky**, Professor; PhD, California (Berkeley); Algebraic Topology

**Patrick Burke**, Doctoral Lecturer; PhD, Columbia; Mathematics Education

**Barry M. Cherkas**, Professor and Chair; PhD, Georgetown; Partial Differential Equations, Collegiate Mathematics Education

**Daniel S. Chess**, Associate Professor; PhD, Princeton; Structure Theorems for Diffeomorphisms

**Richard C. Churchill**, Professor; PhD, Wisconsin; Differential Algebra, Dynamical Systems

**Sandra P. Clarkson**, Professor; EdD, Georgia; Mathematics and Statistics Education

**Lucille Croom**, Professor; PhD, Columbia; Mathematics Education

**Scott Gentile**, Lecturer; MA, Boston College; Mathematics Education

**Olympia Hadjiliadis**, Professor; PhD, Columbia; Stochastic Processes, Quickest Detection and Sequential Analysis

**Ilya Kapovich**, Professor; PhD, CUNY; Geometric Group Theory

**Olga Kharlampovich**, Professor, Mathematics and Statistics; Dr. Sc. Steklov Institute, PhD Leningrad; Group Theory, Algebra, Logic

**Tatyana Khodorovskiy**, Doctoral Lecturer; PhD, Harvard; 4-Dimensional Geometry and Topology

**John Loustau**, Professor; PhD, California (Santa Barbara); Non-associative Algebras, Computer Graphics

**Vincent Martinez**, Assistant Professor; PhD, Indiana; Applied Mathematics

**Chun Pan**, Assistant Professor; PhD, University of South Carolina; Statistics and Biostatistics

**Michael Samra**, Lecturer; MPhil, CUNY; Mathematics
Verna Segarra, Lecturer; MA, City College; Mathematics Education

Lev Shneerson, Professor; PhD, Ural State University; Combinatorial Semigroup Theory

Dana Sylvan, Professor; PhD, EPFL, Switzerland; Non-stationary Processes, Quantile Inference

Robert D. Thompson, Professor; PhD, Washington; Algebraic Topology

William H. Williams, Professor; PhD, Iowa State; Sampling Theory, Time Series, Econometrics

Mathematics Department Description

The Department of Mathematics and Statistics offers a choice of master's programs. The MA in Pure Mathematics is a 30-credit degree program. The coursework largely mirrors the first two years of a doctoral program in Mathematics. Achievement of the degree includes a comprehensive examination. In addition students must show reading competency in a foreign language. The MA Program in Statistics and Applied Mathematics is intended for students interested in applications to business, science, engineering, industry, biology, and medicine, as well as teaching and research. This is a 30-credit degree program. There are three tracks: Statistics is Track I, Applied Mathematics is Track II, and Bioinformatics is Track III. Achievement of the degree requires a final project as well as working knowledge of two computer languages. The final projects provide the student with the opportunity to investigate a problem whose outcome is not previously known. Our faculty mentor the projects. The department also has combined BA/MA programs in Mathematics or Statistics and Applied Mathematics.

In addition, the department offers, jointly with the School of Education, an MA in Adolescent Mathematics Education Grades 7-12, and a combined BA/MA in Adolescent Mathematics Education. The MA in Mathematics Education is designed for individuals without initial certification in mathematics. Individuals who already have initial certification in mathematics should pursue either the MA in pure mathematics or the MA in statistics and applied mathematics or the new Professional Certification master's program.

Matriculated

For matriculation, students must fulfill all the requirements for admission.

Matriculated with conditions

Students whose undergraduate training is inadequate, but who are otherwise qualified, may be admitted with not more than 6 credits of course conditions to either the School of Arts and Sciences or to the Schools of the Health Professions, and with not more than 12 credits of course conditions to the School of Education. Such students are expected to satisfy their conditions by eliminating all deficiencies within one year of matriculation if admitted to a program in the School of Arts and Sciences and the Schools of the Health Professions, and within three semesters in the School of Education.
Note: Applicants admitted to matriculated status who wish to delay their admission to the following semester must reapply by filing a new application prior to the next semester's deadline.

Medical Laboratory Sciences Courses

Medical Laboratory Sciences

OVERVIEW

The Department of Medical Laboratory Sciences offers three graduate programs. The Advanced Certificate in Medical Technology provides an accelerated pathway for students with degrees in chemistry, biology or the physical sciences to meet NYS licensure requirements for clinical laboratory technologists. Clinical laboratory technologists perform analytical tests on patient samples and play an essential role in the diagnosis and treatment of disease. The Advanced Certificate in Cytotechnology prepares students for careers as cytotechnologists. It is offered by Hunter College in collaboration with Memorial Sloan Kettering Cancer Center. Cytotechnologists study cells from the human body to identify diseases, such as cancer, and monitor patient response to therapy. The MS in Biomedical Laboratory Management is intended to provide knowledge and skills needed by clinical laboratory technologists, research assistants and other types of laboratory professionals to transition into managerial positions. This program is offered as a collaboration between the Hunter College Dept. of Medical Laboratory Sciences and the School of Professional Studies, CUNY.

What can I do with my degree in Medical Laboratory Sciences?

The Advanced Certificate in Medical Technology enables students to become NYS licensed clinical laboratory technologists. Clinical laboratory technologists are highly trained professionals that work in a wide range of health related laboratories including hospital and private diagnostic labs. A license is required to work as a clinical laboratory technologist in NYS.

The Advanced Certificate in Cytotechnology is a professionally accredited and NYS licensure qualifying program that prepares graduates for the professional practice of cytotechnology. Graduates work in hospital and private diagnostic laboratories.

The MS in Biomedical Laboratory Management is intended to provide working laboratory professionals with the knowledge and skills to enter positions of leadership in clinical/diagnostic, research, biotechnology, public health and pharmaceutical laboratories. This program is not NYS licensure qualifying for clinical laboratory technologists.

Programs and Courses in Medical Laboratory Sciences

Programs and Courses in Medical Laboratory Sciences

Administration and Faculty

Chair

Steven Einheber
Brookdale Campus West 700A
(212) 481-4442, 4502  seishebe@hunter.cuny.edu  www.hunter.cuny.edu/mls

Graduate Program Director

Robert Raffaniello  
Brookdale Campus West 706  
rraffani@hunter.cuny.edu

Graduate Adviser

Muktar Mahajan  
Brookdale Campus West 700  
(212) 481-4188  
mmahajan@hunter.cuny.edu

Department Office

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

Faculty

Medical Laboratory Sciences Faculty

Biomedical Laboratory Management-MS

The MS in Biomedical Laboratory Management (BLM) is a collaborative offering of the Medical Laboratory Sciences (MLS) Department of Hunter College and the School of Professional Studies, CUNY (SPS/CUNY). The purpose of this degree is to provide a career ladder for laboratory staff. Its focus is the knowledge and skills needed for clinical technologists, research assistants and other technical professionals in biomedical laboratories to move into positions of leadership. This degree does not provide NYS clinical licensure. Full details can be found at MS in Biomedical Laboratory Management (BLM).

Admission Requirements

See general graduate admission requirements for Hunter programs.

You must meet the following minimum requirements in order to be considered for admission. Meeting these minimum requirements does not guarantee acceptance to the program.

• A bachelor's degree in clinical lab science, biology, chemistry or a related discipline from a regionally accredited institution comparable in standard and content to a bachelor's degree from Hunter College.

• Minimum undergraduate grade point average of 3.0

• A course (or equivalent experience) in Molecular Biology (pre- or co-requisite)

• A minimum of one year of bench experience in a biomedical laboratory

• Two letters of recommendation from appropriate academic or professional references.

• A statement of purpose of approximately 500 words, including a bit about the path that brought you to this degree, and your motivation to pursue opportunities for a position in laboratory management.
• The GRE is not required for admission.

• Applicants whose native language is not English and who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit scores on the Test of English as a Foreign Language (TOEFL). The following minimum scores must be obtained:

  - Paper Based Test: 550
  - Computer Administered Test: 213
  - Internet Based Test: 60 (less speaking component)

Curriculum

The required 30 credits are divided between Hunter College, offering science and biomedicine classes, and the School of Professional Studies, CUNY, offering business and management classes. The MS degree will be granted by Hunter College following transfer of courses making up the Advanced Certificate in Management from SPS/CUNY.

Required courses from Hunter College are:

  - Concepts of Disease: Diagnostic Strategies (MLS 70000)
  - Emerging Laboratory Technologies (MLS 70100)
  - Topics: Biohazards and Emergency Response (MLS 40066/MLS 77025)
  - Management Practicum (MLS 71000)
  - Risk Management for the Biomedical Laboratory (MLS 72000)

Courses from Hunter that may be used to fulfill the 6 credit elective requirement are:

  - Graduate Independent Study (MLS 77000)
  - Principles of Epidemiology (PH 75300)
  - Introduction to Biostatistics PH 75000

The SPS certificate requires 9 credits (the required courses are shown below).

  - Financial Management (MGMT 681)
  - Organizational Behavior (ORG 680)
  - Human Resource Management (MGMT 680)

In addition, the following courses may be used to fulfill the 6 credit elective requirement:

  - Health Care Administration (HCA 600)
  - Evaluation of Healthcare Policy (HCA 603)
  - Labor-Management Relations (LABR 603)

Cytotechnology: Advanced Certificate

Cytotechnology is an allied health profession that specializes in the study of cells from the human body. Working with a microscope and a variety of technologies, some of which are automation-assisted, cytotechnologists evaluate cell samples from gynecologic (e.g., Pap smears), nongynecologic and fine needle aspiration (FNA) specimens to detect cancer, precancerous lesions, benign tumors, and infectious processes. Cytotechnologists are trained laboratory professionals who help to save lives by identifying diseases early on and monitoring a patient’s response to therapy.
The Hunter College Advanced Certificate (AC) in Cytotechnology prepares graduates for the professional practice of cytotechnology. It is an intense three-semester (Fall/Spring/Summer) training program that is administered in collaboration with Memorial Sloan Kettering Cancer Center (MSK). All training takes place in the laboratory facility of the MSK Cytology Service.

Program

The AC in Cytotechnology is a 26-credit graduate level post-baccalaureate certificate program within the Medical Laboratory Sciences (MLS) Department of Hunter College. It is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and is New York State (NYS) licensure qualifying. Upon successful completion of the AC, students will be eligible to sit for the national certification examination given by the American Society for Clinical Pathology Board of Certification. This examination is approved for NYS licensure purposes. Successful completion of the examination indicates attainment of entry level competency in the profession. Certified individuals are recognized with the designation CT(ASCP) – certified cytotechnologist.

Admission criteria

Admission criteria are designed to satisfy the requirements for cytotechnology curricula as described in Article 165, Section 52.39 of the Clinical Laboratory Technology Practice Act (http://www.op.nysed.gov/prof/clt/part52-39.htm). They consist of a baccalaureate or higher degree in the major of medical laboratory sciences, biology, chemistry or the physical sciences with the following pre-requisite courses or their equivalent as determined by the program: inorganic chemistry, organic chemistry, anatomy & physiology, cell biology, mathematics and statistics, human genetics, immunology and clinical microbiology. Minimum GPA of 3.0/4.0. The program does not grant credit for advanced placement courses or experiential learning. Visit Hunter College AC in Cytotechnology overview for additional important information prior to application.

NYS Licensure Curricular Requirements for Registered Cytotechnology Programs

The curriculum for the AC in cytotechnology was developed to meet the coursework and curricular content stipulated in NYS regulations, Section 52.39: Registration of Curricula for programs seeking registration as a cytotechnology licensure-qualifying program. It contains didactic and clinical training as well as supervised clinical experience within the MSKCC Cytology laboratory throughout the span of the three semester program.

Cytotech courses

**MLS 63000 - Introduction to Cytopathology**

Students will be introduced to the discipline of cytopathology including historical perspective, established terminology, basic cell structure and cell biology and concepts of cellular response to injury and neoplasia. The applicability of immunochemistry, cytogenetics and other molecular studies to cytology specimens will also be discussed.

_prereq: Enrollment in the AC Cytotechnology Program or departmental permission required._

*Hours 1 hr*

*Credits 1 cr.*

*fall only*

**MLS 63200 - Gynecologic Cytopathology**
Students will be introduced to the cytopathology of infectious, inflammatory, premalignant, and malignant pathologic processes of the female genital tract. They will learn how to identify benign and abnormal cytologic findings in gynecologic specimens and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000

Hours 4 hrs
Credits 4 cr.
fall only

**MLS 63500 - Microscopic Evaluation 1**

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance. (limited to gynecologic, respiratory and gastrointestinal specimens)

coreq: MLS 63000, MLS 63200 and MLS 64000

Hours 2 hrs
Credits 2 cr.
fall only

**MLS 63600 - Microscopic Evaluation 2**

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

prereq: MLS 63500; enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 64100, MLS 65000 & MLS 65100

Hours 2 hrs
Credits 2 cr.
spring only

**MLS 63700 - Microscopic Evaluation 3**

An extension of MLS 63500 and MLS 63600. Students continue to apply acquired didactic material in a supervised clinical practice setting acquiring speed and proficiency in cytologic screening. This course also allows students to gain experience in fine needle aspiration specimen adequacy assessment and specimen triage for ancillary studies. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

prereq: MLS 63600; enrollment in the AC Cytotechnology Program or departmental permission required.

Hours 4 hrs
Credits 2 cr.
8-week summer session I
MLS 64000 - Exfoliative Cytopathology 1

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the respiratory and gastrointestinal tracts. Students will learn how to assess respiratory and gastrointestinal specimens for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000
Hours 2
Credits 2 cr.
fall only

MLS 64100 - Exfoliative Cytopathology 2

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the urinary tract, body cavities and central nervous system. Students will learn how to assess specimens from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: MLS 64000; enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 2 cr.
spring only

MLS 64400 - Research Methods 1

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000, MLS 63200 and MLS 64000
Hours 1 hr
Credits 1 cr.
fall only

MLS 64500 - Research Methods 2

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: MLS 64400; enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 64100, MLS 65000, MLS 65100
Hours 1
Credits 1 cr.
spring only

MLS 64600 - Research Methods 3
Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: MLS 64500; enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 1 cr.
8-week summer session I

**MLS 64700 - Cytopreparatory Techniques 1**

Provides instruction and hands-on experience in the basic principles of cytopreparation and applicable quality assurance and quality control activities. Students learn established cytopreparatory techniques, such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 630
Hours 1 hr
Credits 1 cr.
fall only

**MLS 64800 - Cytopreparatory Techniques 2**

A continuation of MLS 64700; provides more in depth instruction in laboratory safety and additional hands-on experience in cytopreparation. Students learn established cytopreparatory techniques such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: MLS 64700; enrollment in the AC Cytotechnology Program or instructor permission required.
Hours 1 hr
Credits 1 cr.

**MLS 64900 - Cytopreparatory Techniques 3**

A continuation of MLS 64700 and MLS 64800; provides more hands-on experience in cytopreparation. Students apply principles of established cytopreparatory techniques and quality control under the supervision of licensed clinical personnel.

prereq: MLS 64800; enrollment in the AC Cytotechnology Program or instructor permission required.
Hours 2 hrs
Credits 1 cr.
8-week summer session I

**MLS 65000 - Fine Needle Aspiration Cytology 1**

Provides instruction in the principles of fine needle aspiration cytopathology of the lung, mediastinum, breast, thyroid, salivary gland and lymph nodes. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required
Hours 2 hrs
**Credits 2 cr.**
spring only

**MLS 65100 - Fine Needle Aspiration Cytology 2**

Provides instruction in the principles of fine needle aspiration cytopathology of the liver, pancreas, kidney, adrenal glands, retroperitoneum, bone and soft tissue. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.*

**Hours 2 hrs**
**Credits 2 cr.**
spring only

**MLS 65200 - Cytology Laboratory Management and Operations**

Provides instruction in the management principles of a cytology laboratory including regulatory requirements, laboratory safety, quality management, quality assurance, quality control and equipment maintenance.

*prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.*

**Hours 2 hrs**
**Credits 1 cr.**
8-week summer session I

**CAAHEP Accreditation Curriculum Requirements and Cytotechnologist Entry-Level Competencies**

The AC in cytotechnology curriculum is also designed to meet CAAHEP accreditation standards which mandate that a program's curriculum in cytotechnology is robust enough to prepare students to meet defined entry-level competencies.16 These competencies are developed by the Cytotechnology Programs Review Committee (CPRC), the cytotechnology accreditation arm for CAAHEP, with input from communities of interest that have a stake in the cytotechnology profession. They represent minimum competencies that cytotechnology graduates must be able to demonstrate upon entering the profession. These entry-level competencies are reviewed on a periodic basis by the CPRC and with input from communities of interest to ensure that they reflect the current practice of cytotechnology. The AC in cytotechnology curriculum meets accreditation entry-level competencies and will be reviewed periodically to ensure that these accreditation standards are met when entry-level competency revisions are made by the CPRC/CAAHEP.

CAAHEP accreditation also requires that programs must ensure that students have a minimum of 28 credits of sciences including chemistry and the biological sciences and 3 credits of mathematics and/or statistics upon graduation from a cytotechnology program. These requirements will be satisfied either within the AC program or as prerequisite coursework prior to admission to the AC program.

**Medical Laboratory Technology: Advanced Certificate**

**Program**
The Post-baccalaureate Certificate in Medical Technology 15-credit course of study was developed within the Medical Laboratory Sciences (MLS) Department to help meet the increasing demand for qualified, licensed medical technologists. It provides an opportunity for students with degrees in chemistry, biology, or the physical sciences to meet licensing standards without having to acquire a second baccalaureate degree. An accelerated path, this program can be completed in 12-13 months, and, if followed by successful completion of the licensure examination, allows immediate entry to the profession. Visit the program website for crucial information prior to application.

**Admission Requirements**

- A baccalaureate degree in the biological, chemical, or physical sciences.
- Completion of certain pre-requisite courses: general biology (or anatomy and physiology), general chemistry
- Achievement of a minimum GPA of 3.0 in the degree and the pre-requisite courses

**Requirements for the Certificate**

Admission to and completion of the AC is a competitive and demanding process. Students enrolled in the certificate program take MLS 60000 in Summer Session I. Upon successful completion they are assigned to a clinical affiliate beginning on August 1st for 10 months of full time clinical training divided into 2-month rotations. The curriculum is as follows:

**Required Courses**

**MLS 60000 - Fundamental Concepts and Techniques in the Medical Laboratory**

Function of the medical laboratory, data analysis and operation of basic laboratory equipment. Approximately 1-2 informal laboratory hours are required to practice the use of equipment. Mastery of additional content and an independent project are required of graduate students.

*This course is cross-listed with MLS 30000.*

*prereq: BIOL 10000, 10200, CHEM 10200, 10300, 10400, 10500 or equiv. and admission to the post-baccalaureate certificate program in Medical Laboratory Technology*

*Hours 3 (2 lecture, 1 lab)*

*Credits 3*

**MLS 61000 - Clinical Practicum in Medical Laboratory Technology I**

This course (and MLS 62000) comprise the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

*prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology*

*Credits 6*

**MLS 62000 - Clinical Practicum in Medical Laboratory Technology II**

This course (with MLS 61000) provides training in the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.
**prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology**

**Credits 6**

### Contact

1. Robert Raffaniello, Ph.D  
   Associate Professor and Graduate Coordinator  
   Medical Laboratory Sciences  
   rraffani@hunter.cuny.edu  
   (212) 481-7582

2. Muktar Mahajan, Ph.D  
   Graduate Advisor  
   Medical Laboratory Sciences  
   muktar.mahajan@hunter.cuny.edu  
   (212) 481-5188

### MLS 70000 - Concepts of Disease: Diagnostic Strategies

This course will explore newly described and established disease syndromes from the perspective of strategizing for effective laboratory diagnosis and management. Broad strategies such as classical biochemistry and cultivation, immunochemical, molecular or histochemical techniques are compared using original literature. Upon completion, students will be able to design a rational and cost effective laboratory strategy based on fundamental science; skills will also have application to biomedical laboratory research, assisting in the development of protocols for fundable projects.

*Hours 3  
Credits 3*

### MLS 70100 - Emerging Laboratory Technologies

Developed as a complement to MLS 70000, this course explores new technologies in the biomedical laboratory. Such areas as genomics, proteomics, immunohistochemistry and cytogenetics have been developed recently and may not have been covered in the student's previous scientific education. Students completing this course will have the skills to perform and/or supervise a wide range of analyses, and as managers they will be able to evaluate complex technologies for adoption.

*Hours 3  
Credits 3*

### MLS 71000 - Management Practicum

Students will be employed in laboratory sites in hospital and proprietary clinical laboratories, research institutions, and academic laboratories to gain experience as management interns. Schedules will be arranged to meet the needs of students and sites, and a minimum of 150 hours will be required. A site-based mentor will support design and implementation of the project. Students will prepare an extensive project report in print and presentation format. Students completing this capstone course will be able to apply for positions in an area of biomedical laboratory management that reflects their unique combination of technical and management expertise.

*Hours 3  
Credits 3*

### MLS 72000 - Risk Management for the Biomedical Laboratory
The biomedical lab must manage risk from diverse origins, including lab/medical hazards, government oversight, and fiscal sources similar to any business entity. This case based course will explore each of these with model interventions.

**prereq:** Department Permission  
**Hours** 3  
**Credits** 3

**MLS 77000 - Graduate Independent Study**

Students with a background or strong interest in working in biomedical research labs will gain experience by participating in the ongoing projects of MLS faculty. A minimum 2-semester commitment, and significant weekly hours will be expected, with accountability to research mentor and academic director.

**prereq:** Department Permission  
**Hours** 3  
**Credits** 3

**MLS 77025 - Topics: Biohazards and Emergency Response**

The biology of microorganisms and toxins most frequently considered in perpetrated terrorist attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, as well as emergency communication and prevention. In addition to regular classroom instruction, students participate in group projects to simulate bioterrorism events and responses. Government regulation, chain of evidence and related topics are covered in this course.

**prereq:** Departmental permission  
**Hours** 3 hrs.  
**Credits** 3 cr.

**MLS 63000 - Introduction to Cytopathology**

Students will be introduced to the discipline of cytopathology including historical perspective, established terminology, basic cell structure and cell biology and concepts of cellular response to injury and neoplasia. The applicability of immunochemistry, cytogenetics and other molecular studies to cytology specimens will also be discussed.

**prereq:** Enrollment in the AC Cytotechnology Program or departmental permission required.  
**Hours** 1 hr  
**Credits** 1 cr.  
**fall only**

**MLS 63200 - Gynecologic Cytopathology**

Students will be introduced to the cytopathology of infectious, inflammatory, premalignant, and malignant pathologic processes of the female genital tract. They will learn how to identify benign and abnormal cytologic findings in gynecologic specimens and formulate preliminary and differential diagnoses.

**prereq:** Enrollment in the AC Cytotechnology Program or departmental permission required.  
**coreq:** MLS 63000  
**Hours** 4 hrs  
**Credits** 4 cr.  
**fall only**
**MLS 63500 - Microscopic Evaluation 1**

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance. (limited to gynecologic, respiratory and gastrointestinal specimens)

*coreq: MLS 63000, MLS 63200 and MLS 64000*

*Hours 2 hrs*

*Credits 2 cr.*

*fall only*

**MLS 63600 - Microscopic Evaluation 2**

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

*prereq: MLS 63500; enrollment in the AC Cytotechnology Program or departmental permission required.*

*coreq: MLS 64100, MLS 65000 & MLS 65100*

*Hours 2 hrs*

*Credits 2 cr.*

*spring only*

**MLS 63700 - Microscopic Evaluation 3**

An extension of MLS 63500 and MLS 63600. Students continue to apply acquired didactic material in a supervised clinical practice setting acquiring speed and proficiency in cytologic screening. This course also allows students to gain experience in fine needle aspiration specimen adequacy assessment and specimen triage for ancillary studies. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

*prereq: MLS 63600; enrollment in the AC Cytotechnology Program or departmental permission required.*

*Hours 4 hrs*

*Credits 2 cr.*

*8-week summer session I*

**MLS 64000 - Exfoliative Cytopathology 1**

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the respiratory and gastrointestinal tracts. Students will learn how to assess respiratory and gastrointestinal specimens for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

*prereq: enrollment in the AC Cytotechnology Program or departmental permission required.*
coreq: MLS 63000
Hours 2
Credits 2 cr.
fall only

**MLS 64100 - Exfoliative Cytopathology 2**

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the urinary tract, body cavities and central nervous system. Students will learn how to assess specimens from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

*prereq: MLS 64000; enrollment in the AC Cytotechnology Program or departmental permission required.*

Hours 2 hrs
Credits 2 cr.
spring only

**MLS 64400 - Research Methods 1**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

*prereq: enrollment in the AC Cytotechnology Program or departmental permission required.*

coreq: MLS 63000, MLS 63200 and MLS 64000

Hours 1 hr
Credits 1 cr.
fall only

**MLS 64500 - Research Methods 2**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

*prereq: MLS 64400; enrollment in the AC Cytotechnology Program or departmental permission required.*

coreq: MLS 64100, MLS 65000, MLS 65100

Hours 1
Credits 1 cr.
spring only

**MLS 64600 - Research Methods 3**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

*prereq: MLS 64500; enrollment in the AC Cytotechnology Program or departmental permission required.*

Hours 2 hrs
Credits 1 cr.
8-week summer session I
MLS 64700 - Cytopreparatory Techniques 1

Provides instruction and hands-on experience in the basic principles of cytopreparation and applicable quality assurance and quality control activities. Students learn established cytopreparatory techniques, such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 630
Hours 1 hr
Credits 1 cr.
fall only

MLS 64800 - Cytopreparatory Techniques 2

A continuation of MLS 64700; provides more in-depth instruction in laboratory safety and additional hands-on experience in cytopreparation. Students learn established cytopreparatory techniques such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: MLS 64700; enrollment in the AC Cytotechnology Program or instructor permission required.
Hours 1 hr
Credits 1 cr.

MLS 64900 - Cytopreparatory Techniques 3

A continuation of MLS 64700 and MLS 64800; provides more hands-on experience in cytopreparation. Students apply principles of established cytopreparatory techniques and quality control under the supervision of licensed clinical personnel.

prereq: MLS 64800; enrollment in the AC Cytotechnology Program or instructor permission required.
Hours 2 hrs
Credits 1 cr.
8-week summer session I

MLS 65000 - Fine Needle Aspiration Cytology 1

Provides instruction in the principles of fine needle aspiration cytopathology of the lung, mediastinum, breast, thyroid, salivary gland and lymph nodes. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required
Hours 2 hrs
Credits 2 cr.
spring only

MLS 65100 - Fine Needle Aspiration Cytology 2

Provides instruction in the principles of fine needle aspiration cytopathology of the liver, pancreas, kidney, adrenal glands, retroperitoneum, bone and soft tissue. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.
prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 2 cr.
spring only

MLS 65200 - Cytology Laboratory Management and Operations

Provides instruction in the management principles of a cytology laboratory including regulatory requirements, laboratory safety, quality management, quality assurance, quality control and equipment maintenance.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 1 cr.
8-week summer session I

Medical Laboratory Sciences Faculty

Steven Einheber, Associate Professor and Chair, Medical Laboratory Sciences: BS George Washington; PhD Cornell

Chad Euler, Assistant Professor, Medical Laboratory Sciences: BS Vermont, PhD Rockefeller

Muktar Mahajan, Doctoral Lecturer, Medical Laboratory Sciences: MS University of Kashmir, India, PhD Indian Institute of Science

Shahana Mahajan, Associate Professor, Medical Laboratory Sciences: MS University of Hyderabad, India; PhD Indian Institute of Science

Robert Raffaniello, Associate Professor, Medical Laboratory Sciences; BS College of Staten Island; MS LIU; PhD NYU

Abigail Rodriguez Morales, Assistant Professor, Medical Laboratory Sciences; BA New York University; PhD Washington University in St. Louis

Minimum GPA for Graduation

Students will not qualify for a graduate degree, diploma or certificate unless, by the time of graduation, they achieve a cumulative GPA of 3.0 (B) in all graduate work taken at Hunter College.

Minimum GPA for Retention

Both degree and non-degree graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester. After the posting of grades, the Office of the Registrar will notify graduate advisers of students whose GPA has fallen below 3.0. Those students will receive warning indicating that they have one probationary semester in which to raise their GPAs. Students who fail to raise their GPAs sufficiently will be dropped from their programs. Probations and Dismissals are assessed at the end of each fall and spring semester.

Appeals Procedure for Students on Probation
1. Student appeals must be made in writing to the dean of the appropriate school. Appeals must be received no later than the first day of classes of the following semester.

2. Upon receipt of this written letter of appeal, the dean will convene a probation appeals committee composed of representatives from the graduate programs in the appropriate school, to include the graduate adviser from the appropriate program or a comparable program representative.

3. The probation appeals committee will meet to review each case and produce a written report stating the grounds for its final decision. Copies of this report shall be sent to the student, to the dean, and to the student's file. The decision of this committee is final. If the appeal is successful, the committee shall send official notification to the registrar that the student will be retained on probation and allowed to register.

Student appeals received by the first day of classes are handled with dispatch so the student may register within the period of late registration without payment of the late registration fee.

Music Faculty

Return to Music Department

Victor Bobetsky, Professor; DMA, University of Miami; Music Education

Geoffrey Burleson, Professor; DMA, Stony Brook; Performance

L. Poundie Burstein, Professor; PhD, CUNY; Music Theory

Michele Cabrini, Associate Professor; PhD Princeton; Music History

Catherine Coppola, Lecturer; PhD, CUNY; Music History

Philip Ewell, Associate Professor; PhD, Yale; Music Theory

Suzanne Farrin, Professor and Chair, Music; DMA Yale; Music Composition

David Fulmer, Assistant Professor, DMA Juilliard, Orchestral Studies

Susan Gonzalez, Professor; DMA, Eastman School of Music; Performance

Barbara L. Hampton, Professor; PhD, Columbia; Ethnomusicology

Ashley Jackson, Assistant Professor; DMA The Juilliard School, Music History

Ryan Keberle, Lecturer; Artist Diploma, Juilliard; Jazz Studies

João Luiz, Assistant Professor, DMA Manhattan School of Music, Performance

Shafer Mahoney, Associate Professor; PhD, Eastman School of Music; Composition

Paul F. Mueller, Professor; DMA, Indiana; Performance

Mark Spicer, Professor; PhD, Yale; Music Theory

Jewel Thompson, Professor; PhD, Eastman School of Music; Music Theory

New Visions-Hunter College Charter Residency Program
The New Visions-Hunter College Charter residency is a 24-month teacher preparation residency program to prepare adolescent Special Education teachers to work in the New Visions Charter High Schools network.

**New York City Teaching Fellows**

The New York City Teaching Fellows (NYCTF) is a collaborative program among the NYC Department of Education, CUNY, SUNY, and certain private universities in New York City. Currently as a partner university, Hunter College hosts candidates in Special Education, TESOL, and Bilingual Education.

**New York State Certification**

The graduate education programs (unless otherwise indicated) have been approved by the New York State Education Department (NYSED) to lead to initial and professional certification for teaching in New York State. To be recommended for certification the student must complete the approved program of study and apply on-line for certification. Instructions for applying for certification are available on the School of Education website under Certification.

Students must pass the required New York State Teacher Certification Examinations (NYSTCE) in order to be granted certification by the state. The New York State Education Department (NYSED) requires applicants to pass the following examinations: The Teacher Performance Assessment (edTPA); the Educating All Students Test (EAS) and the appropriate Content Specialty Test (CST) for their certificate. Consult the School of Education website as well as the www.nystce.nesinc.com website for information about these tests and when they are offered.

Students must officially graduate from one of our approved preparation programs in order to receive institutional recommendation for NYS Teacher Certification.

New York State certification is reciprocally accepted by many other states upon application, although other states do not accept the NYSTCE. Students with questions about certification should contact the Certification Office at tcert@hunter.cuny.edu.

**Nonmatriculated**

A formal application must be filed in the Office of Admissions, Room 203 HN, 695 Park Avenue, New York, NY 10065, approximately two months before registration. The undergraduate degree must be equivalent to at least a U.S. bachelor's degree. If the application and supporting material are acceptable, registration material will be sent with further instructions. Applicants should present a student copy of their undergraduate transcripts as well as a copy of the undergraduate catalog(s) to the departmental adviser in order to obtain course approval. The nonmatriculation application fee of $75.00 will be charged when the student registers. Acceptance to nonmatriculated status does not imply approval to take a specific course. This approval rests solely with the graduate program adviser involved. Students should consult the graduate program adviser in the appropriate department for specific information. To be considered for possible matriculation, a nonmatriculated student must have earned grades of B or better for the course credits taken. For most programs in education, 9 credits must be presented with a minimum grade point average of 3.0. This requirement is in addition to the college and program admission requirements for matriculation. A separate application for matriculated status must be completed and can be filed while the nonmatriculated courses are in progress. The application for matriculated status must be filed by the appropriate deadline for the individual program desired. Consult the Application for Graduate Degree Programs for specific dates. A nonmatriculated student may be limited to 12 credits (check with departmental adviser). A minimum grade point average of 3.0 must be maintained. Registration as a nonmatriculant does not entitle an international student to an I-20 AB (Certificate of Eligibility).
Notice of Access to Campus Crime Statistics, the Campus Security Report and Information on Registered Sex Offenders

The college Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes:

1. the campus crime statistics for the most recent calendar year and the two preceding calendar years;
2. campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus;
3. policies concerning the security of and access to campus facilities;
4. policies on campus law enforcement;
5. a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others;
6. campus crime prevention programs;
7. policy concerning the monitoring through the police of criminal activity at off campus locations of students organizations officially recognized by the college;
8. policies on illegal drugs, alcohol and underage drinking;
9. where information provided by the State on registered sex offenders may be obtained (also see below); and
10. policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the Public Safety Office - West Building, B122 and the college Web site at http://publicsafety.hunter.cuny.edu/subpages/annualcrimeresport.shtml. If you wish pick up copies of the campus crime statistics and the annual campus security report, you should contact Joseph D. Foelsch, Jr., Director of Public Safety and Security at (212)772-4521. Copies are available at the Main Campus, West Building, B-122. The U.S. Department of Education's Web site address for campus crime statistics is http://ope.ed.gov/campussafety/#institution/search CUNY Hunter College, New York City, New York, the "Continue").

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's chief security officer, Joseph D. Foelsch, Jr., Director of Public Safety and Security, B122 West, (212) 772-4521 to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry Web site at http://criminaljustice.ny.gov/nsor/ and then click on "Search for Level 3 Sex Offenders" or access the directory at the college's public safety department or police precinct. To obtain information about Level 2 offenders, you need to contact the public safety department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800-262-3257.
Notice of Non-Discrimination

It is the policy of The City University of New York—applicable to all colleges and units—to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without discriminating on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws. This policy is set forth in CUNY’s Policy on Equal Opportunity and Non-Discrimination.

CUNY’s Policy on Sexual Misconduct prohibits all forms of sexual misconduct, including sexual harassment, gender harassment and sexual violence. Inquiries concerning sexual misconduct or sex discrimination may be made to the individuals specified in that Policy or may be referred to the U.S. Department of Education, Office for Civil Rights.

It is also the University’s policy to provide reasonable accommodations and academic adjustments, when appropriate, to individuals with disabilities, individuals observing religious practices, individuals who have pregnancy or childbirth-related medical conditions and victims of domestic violence/stalking/sex offenses. The process for addressing these issues is set forth in CUNY’s Procedures for Implementing Reasonable Accommodations and Academic Adjustments.

Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation or academic adjustment is also prohibited.

To access CUNY’s Policy and Procedures on Equal Opportunity and Non-Discrimination, Policy on Sexual Misconduct, and Procedures for Implementing Reasonable Accommodations and Academic Adjustments, please visit these links:


http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/

The following persons have been designated at Hunter College to handle inquiries and complaints relating to CUNY’s Policy on Equal Opportunity and Non-Discrimination and Policy on Sexual Misconduct and to ensure compliance with CUNY’s Procedures for Implementing Reasonable Accommodations and Academic Adjustments:

John T. Rose  
Dean for Diversity and Compliance, Title IX Coordinator  
E1706  
(212) 772-4242  
John.Rose@hunter.cuny.edu

Colleen Barry  
Associate Director of Student Conduct, Deputy Title IX Coordinator  
E1103  
(212) 772-4534  
Colleen.Barry@hunter.cuny.edu

Michelle Blackman
The following federal, state, and local agencies enforce laws against discrimination:

- New York City Commission on Human Rights
  http://www1.nyc.gov/site/cchr/index.page

- New York State Division on Human Rights
  http://www.dhr.ny.gov

- U.S. Equal Employment Opportunity Commission
  http://www.eeoc.gov

- United States Department of Justice
  http://www.justice.gov/

- United States Department of Education, Office for Civil Rights
  http://www2.ed.gov/ocr

**Notification**

This catalog is published every three years, and some of the material may become outdated. For updated information, please contact the Office of the Registrar or the specific school or department of interest.

**NYC Teaching Collaborative**

The New York City Teaching Collaborative is an alternative certification program leading to New York State teacher certification. The Teaching Collaborative is offered in partnership with the New York City Department of Education. Participants, or Partner Teachers, spend a full spring semester as an apprentice in a high-need NYC public school before becoming a full-time teacher. During this apprentice semester, Partner Teachers are supervised, mentored, and coached by Collaborative Coaches, who are experienced classroom teachers. Partner Teacher enroll in a master's program and receive continuous supervision and professional development through Hunter and the Teaching Collaborative program. Tuition costs are subsidized at approximately 50% by the NYCDOE and students are not responsible for any tuition payments until they begin teaching full-time and earning a full-time teacher's salary. Upon successful completion of the program, students earn a master's degree and are eligible for New York State initial teacher certification.

**Office of AccessABILITY (for students with disabilities)**

1214 Hunter East; 212-772-4857
www.hunter.cuny.edu/studentservices/access
In compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1975, the Office of AccessABILITY ensures the availability of variety of accommodations and services for students with documented disabilities or medical conditions who are currently registered at Hunter College. Disabilities include (but may not be limited to):

- Medical and psychological conditions, learning disabilities, deafness and hard of hearing, visual impairment, mobility impairment and other conditions that cause you to have mobility difficulties or result in your using a cane or wheelchair.
- Assistance to students with temporary disabilities due to an accident or short-term health conditions is also available. To be eligible for reasonable accommodations, it is necessary for students to provide a written statement with supporting documentation of a disability from a "qualified professional" (physician, psychiatrist, psychologist, or clinical social worker).

Under the auspices of the Office of AccessABILITY, the Access and Technology Center, Room 205 Thomas Hunter Hall, is a resource facility for students with disabilities. The center houses equipment with adaptive software and hardware technologies.

For more information, please call (212) 772-4857/VP (646) 755-3129 or go to our Web site.

The Section 504 Coordinator at Hunter College, Professor Jennifer Samson, is responsible for enforcement of the provisions of Section 504. She may be contacted in 915 Hunter West, (212) 772-4663. There is a 504 Grievance Procedure for students with disabilities at Hunter College. Students may obtain the necessary form, which contains instructions for filing, from the Office of Student Services in Room 1119 Hunter East. Students with disabilities at the School of Social Work may contact the director of admissions at (212) 396-7574 for assistance.

**Office of Financial Aid**

The Office of Financial Aid helps graduate students with securing funds to meet their educational expenses through a variety of programs, including student loans, Federal Work Study, and grants. The college participates in both Title IV federal financial aid and New York State financial aid programs. Federal Student Aid (FSA) programs include the Federal Direct Loan program, the Federal Perkins Loan program and Federal Work-Study program. The New York State aid programs include New York State Scholarships. For information on other scholarships and grants, students may log on to the financial aid website for outside scholarship information. For information on graduate assistantships and fellowships students may contact their departmental adviser. The Office of Financial Aid is located in 241 North Building.

Students are encouraged to refer frequently to the Hunter College Office of Financial Aid website at www.hunter.cuny.edu/onestop/finances/financial-aid as an information resource.

**Office of the Provost**

**About the Office of the Provost**

Dr. Lon S. Kaufman is the Acting Provost and Vice President for Academic Affairs at Hunter College.

As the Chief Academic Officer, the Provost works with the President and Deans to oversee academic policies and activities. The Associate Provosts, together with the Provost's administrative and operations staff, support the Provost in carrying out these responsibilities. The Office of the Provost oversees each of the college's academic units, together with major areas of institutional, academic and sponsored programs planning, assessment and support. Areas under the Provost's leadership can be seen on the Hunter College website:

http://www.hunter.cuny.edu/provost
One Stop

The One Stop for Students Office, located in room 217HN, is dedicated to providing centralized and efficient customer service through prompt, practical and reliable information. Committed to the success of our students, One Stop strives to provide individualized service that meets the needs of all Hunter College students. To that end, the One Stop offers assistance with transcripts, enrollment verifications, major/minor declarations, registration assistance, graduation inquiries, diploma pick up, FERPA application processing, establishing residency, and other enrollment-related questions. Please visit the One Stop website for up-to-date hours of operation www.hunter.cuny.edu/onestop.

Packaging

Rather than using only one source to finance education, students may use a combination of monies from all of the programs for which they are eligible. This system for allocating aid is called packaging. Funds will be allocated first to meet the basic costs of attendance (tuition, books, transportation). If funding permits, other living expenses will then be addressed.

Applications for financial aid must be filed each year. FAFSA on the Web for the coming academic year is available starting on October 1.

Permit Credit

Graduate courses taken at other colleges or universities after matriculation are considered " Permit" credit. Students planning to take courses " on permit" at other colleges or universities during the period of matriculation must request and receive permission prior to taking the course. Instructions on applying for permit credit may be found on the "One Stop for Students" page on the Hunter College website.

Persona Non Grata Guideline

The College may restrict access to the campus by any visitor (i.e., a person who is neither a student nor an employee of Hunter College), including but not limited to guests, event attendees, and/or alumni whose conduct, after review by a panel of the Campus Safety Advisory Committee, is determined to be in violation of any rules and/or policies of Hunter College or the City University of New York or applicable New York State Law. This restriction may include revocation of alumni identification cards and/or other restrictions on access to Hunter College.

Physics Advisers

Return to Physics and Astronomy

Graduate Adviser for MA and PhD in Physics:

Neepa Maitra
1214 North
(212) 650-3518
Neepa.maitra@hunter.cuny.edu

Adolescent or Teacher Education Program Adviser:
Physics and Astronomy Department Description

The Department of Physics and Astronomy has graduate and post-graduate research programs in theoretical and experimental physics. Students may obtain the MA in Physics or MA in Adolescent Education from Hunter College, and/or the joint PhD degree in Physics from Hunter College and the City University Graduate Center. The doctoral program is designed to train highly qualified research scientists who are fully equipped to teach and to direct research in a wide variety of university and industry programs in physical sciences. The Department offers all levels of graduate courses jointly with the Graduate Center. Faculty of the department are pursuing projects in the forefront of modern research. The focuses include experimental research in astronomy, optics and spectroscopy, biophysics and biomedical optics, nuclear magnetic resonance and renewal energy materials, and theoretical research in nanophysics, quantum information and quantum optics, chemical physics, and time-frequency analysis. The research programs are well funded by nine different government agencies. Many of our faculty members are leaders of their fields, won prestigious awards, and earned international recognition.

Physics and Astronomy Faculty

Janos A. Bergou, Professor; PhD, Lorand Eotvos; Intense Field Electrodynamics, Multiphoton Processes, Nonlinear and Quantum Optics, Quantum Information

Ying-Chih Chen, Professor and Department Chair; PhD, Columbia; Laser Physics, Laser Devices, Biomedical Imaging, Photoacoustics

Leon Cohen, Professor; PhD, Yale; Quantum Mechanics, N-Body Self Gravitation Problem, Wave Propagation in Random Media

Kelle Cruz, Associate Professor, PhD, Pennsylvania; Astronomy, Astrophysics

Steven G. Greenbaum, Distinguished Professor; PhD, Brown; Magnetic Resonance, Solid State Physics, Renewable Energy Materials

Godfrey Gumbs, Maria A. Chianta and Alice M. Stoll Distinguished Professor; PhD, Toronto; Theoretical Condensed Matter Physics, Optical and Transport Properties of Semiconductor Nanostructures
Mark Hillery, Professor; PhD, California (Berkeley); Quantum Optics, Non-linear Optics, Quantum Information

Hyungsik Lim, Associate Professor; PhD, Cornell; Nonlinear Optics, Biomedical Optics, and Biophysics

Yuhang Ren, Professor; PhD, College of William & Mary, Zhejiang University (China), Nonlinear Ultra-fast Laser Spectroscopy, Condensed Matter Physics

Yonatan Abranyos, Doctoral Lecturer; PhD, CUNY Hunter College

Phillip Stallworth, Research Associate; PhD, Brown

Physics Option 1 (53-72 credits)

For students in the BA/MA program, students intending to teach grades 7-12, and students intending to enter the medical profession.

Hunter Core Requirement

Several courses within this major may fulfill parts of the Hunter Core Requirement (CUNY Common Core Requirement [CCCR], Concurrent Requirements). When selecting courses, it may be to a student's advantage to choose courses that count toward the Hunter Core Requirement and also advance the student on the path to the major. Details on the Hunter Core Requirement can be found here: Hunter Core Requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>CUNY Common Core Requirement</th>
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</thead>
<tbody>
<tr>
<td>PHYS 11100 (STEM)</td>
<td>Life and Physical Sciences (LPS) and Scientific World (SW)</td>
</tr>
<tr>
<td>PHYS 12100 (STEM)</td>
<td>Life and Physical Sciences (LPS) and Scientific World (SW)</td>
</tr>
</tbody>
</table>

Please note that no more than two courses from any one department will count for the CUNY Common Core Requirement.

Courses Required for the Major

Based on placement exams or transferred courses, students may place into some more advanced Mathematics and Statistics courses without taking Hunter College prerequisites. See the Mathematics and Statistics department for details.

A. Introductory Math Sequence (0-17 credits)

- MATH 10100 - Algebra for College Students *
- or-
- MATH 101EN - Algebra for College Students - Enhanced *
- MATH 10150 - Mastery of Symbolic Computation *
- MATH 12400 (STEM) - College Algebra and Trigonometry *
- or-
• MATH 12500 (STEM) - Precalculus *
• or
• MATH 12550 (STEM) - Precalculus with Workshop *
• AND
• MATH 14000 - Mathematical Reasoning Workshop * unless students earn a grade of B- or above in MATH 12550.
• MATH 15000 (STEM) - Calculus I *
• MATH 15500 (STEM) - Calculus II *

B. Introductory Physics: Two Semesters

• PHYS 11100 (STEM) - General Physics: Introductory Course in Mechanics, Heat, and Sound
• PHYS 12100 (STEM) - General Physics: Introductory Course in Electricity and Magnetism, Light, and Atomic Physics

C. 22- to 24-credit concentration in physics courses at the 200 level and higher:

• PHYS 22100 - Electronics
• PHYS 33000 - Atomic and Nuclear Physics
• PHYS 33400 - Intermediate Electricity and Magnetism
• PHYS 33500 - Intermediate Mechanics
• Any Three of the following 5 courses:
  • PHYS 22200 - Electronics Laboratory
  • PHYS 23000 - Classical Physics Laboratory
  • PHYS 23500 - Modern Physics Laboratory
  • PHYS 38500 - Numerical Methods I
  • PHYS 48500 - Numerical Methods II

D. Required Math & Chemistry courses (20 credits)

• MATH 15600 - Introduction to Mathematical Proof Workshop *
• MATH 25000 - Calculus III *
• MATH 25400 - Ordinary Differential Equations *
• CHEM 10200 (STEM) - General Chemistry I *
• CHEM 10400 (STEM) - General Chemistry II *
• CHEM 10600 (STEM) - General Chemistry Laboratory *

* These courses may be counted for credit in more than one program.
NOTE: The chemistry courses may be substituted by one year of high-school-level chemistry. Together, the introductory physics (11 credits) and the Option 1 22-24 credit concentration in physics satisfy the major requirement for initial certification as a teacher of physics in grades 7-12. Option 1, together with the MA (see the Physics - BA/MA), is recommended for students planning to pursue a PhD in physics.

Policy for Undergraduates taking Graduate Courses

Upon the recommendation of the student's undergraduate major or program adviser, and with the approval of the adviser of the graduate program offering the course, highly qualified undergraduate degree students may take graduate courses for credit toward the bachelor's degree. If it is determined that the courses were not used for the bachelor's degree or TAP certification and the graduate transfer is acceptable, then the student will be charged the difference between the undergraduate and graduate tuition rates at the time the student took the course. No course may be applied to both the undergraduate degree and the graduate degree.

PreK through Grade 12

- Dance Education - MA
- Music Education PreK-12 - MA
- TESOL PreK-12 - MA
- TESOL Pre-K-12: NYS Certification - Advanced Certificate
- TESOL Adult Track - MA
- Theatre Education PreK-12 - MA

Procedures for Handling Student Complaints

1. Introduction

2. Determination of Appropriate Procedure

3. Informal Resolution

4. Formal Complaint

5. Appeals Procedure

6. Subsequent Action

7. Campus Implementation

1. Introduction

The university and its colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The university respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style
of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the university recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

2. Determination of Appropriate Procedure

If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

3. Informal Resolution

Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

4. Formal Complaint

If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the "Fact Finder.") Only students in a faculty member's class or present in another academic setting where the alleged conduct occurred may file complaints against that faculty member.

a. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.

b. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder.

The chairperson may also submit a written request for recusal for good cause to the academic dean or senior faculty member designated by the college president to review such requests. If a recusal request is granted, a different department chairperson shall conduct the investigation, or, if no other chairperson is available, an administrator designated by the college president shall serve in the chairperson's stead. Further, the college president may re-assign investigations as necessary, including but not limited to situations in which a Fact Finder has not completed an investigation in a timely manner. In addition, during any time that no department chairperson is available to investigate a complaint, the college president may assign an administrator to investigate.

c. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.

d. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and
shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.

e. In cases where there is strong preliminary evidence that a student's complaint is meritorious and that the student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate interim relief to the complaining student pending the completion of the investigation. The affected faculty member may appeal such interim relief to the chief academic officer.

f. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

5. Appeals Procedure

If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

6. Subsequent Action

Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the university and the collective bargaining agreement between the university and the Professional Staff Congress.

7. Campus Implementation

Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college Web site.

Program and Courses in Computer Science

Computer Science

OVERVIEW
The Department of Computer Science offers an MA degree. A PhD program in computer science is offered at the CUNY Graduate Center.

**What can I do with my degree in Computer Science?**

There is demand in industry and in doctoral programs for master's-level computer science graduates who have both an understanding of the theoretical foundations of computing and expertise in its applications. The MA program in Computer Science at Hunter College bridges the gap between a traditional undergraduate degree and an advanced path for a student's future. Hunter College, recognizing the need for an affordable, conveniently located program in computer science, offers a master of arts in computer science.

**Program and Courses in Computer Science**

Program and Courses in Computer Science

**Administration and Faculty**

**Chair:**

William Gregory Sakas  
1008 North  
(212) 650-5211  
Email: wsakas@hunter.cuny.edu

**Department Office:**

1008 North  
(212) 772-5213  
Email: csinfo@hunter.cuny.edu  
http://www.cs.hunter.cuny.edu

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

**Faculty**

Computer Science Faculty

**Computer Science MA**

**Master of Arts**

There is demand in industry and in doctoral programs for master's-level computer science graduates who have both an understanding of the theoretical foundations of computing and expertise in its applications. The MA program in Computer Science at Hunter College bridges the gap between a traditional undergraduate degree and an advanced path for a student's future. Hunter College, recognizing the need for an affordable, conveniently located program in computer science, offers a master of arts in computer science.

**Departmental Requirements for Admission**
To be considered for admission to the MA program in computer science, prospective students must meet the following criteria:

1. A BA or its equivalent, preferably in computer science, with a minimum GPA of 3.0 in the final 2 years of computer science and related course work.
2. Courses in: calculus I and II, linear algebra or matrix algebra, statistics, discrete structures, data structures, and computer systems.
3. Top 50th percentile on the Graduate Record Examination Quantitative Reasoning score

Note: Students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score that is required for graduate study in the School of Arts and Sciences at Hunter College must be achieved for admission into the Computer Science MA program. See: http://www.hunter.cuny.edu/graduateadmissions/faq/toefl-tse-twe-scores

Departmental Requirements for the Degree

Courses

Upon admission, each student is assigned an advisory committee to provide counseling and to approve a plan of study; the committee may waive pre- or co-requisites, if appropriate. A minimum of 30 credits is required for the degree. After completing 12 credits of core courses (CSCI 70500, CSCI 72400, CSCI 73000 and CSCI 74000), a student's curriculum is made up of either:

(i) 4 elective courses and a 6-credit thesis (18 credits total), or

(ii) 6 elective courses (18 credits total), at least one of which must be CSCI 79500 - Advanced Topics in Computer Science which will require a large programming project and a report; a passing grade on an exit examination must also be achieved.

The choice should be made in consultation with the student's advisory committee shortly after completing the core courses. The program of study may include up to 6 credits from a department other than computer science, provided the student receives proper approval from his or her advisors.

Areas of Concentration

Students may concentrate in one of 2 tracks within the Department of Computer Science: Research or Applied. After completing the core courses, in consultation with their advisory committee, students will choose a significant number of courses in one of these 2 areas.

Course Listings

Each course is 3 hrs, 3 cr unless otherwise noted.

Note: Your advisory committee may waive pre- or co- requisites if appropriate.

Core (12):

CSCI 70500 - Algorithms
Complexity and applicability of file and data manipulation techniques including searching, sorting, supporting internal and external data structures, sequential and random access methods, basic big data techniques and other topics.

**prereq:** departmental permission  
**Hours** 3 hrs  
**Credits** 3 cr.

### CSCI 72400 - Computational Theory

Turing machine model for computation: multiple tapes, multiple heads and nondeterminism, space-bounded and time-bounded TMs; completeness theorems.

**prereq:** departmental permission  
**Hours** 3 hrs  
**Credits** 3 cr.

### CSCI 73000 - Computer Systems

Terminology, function units, buses, DMA, interrupts, priorities, memory systems, I/O systems, parallel processing and networking.

**prereq:** departmental permission  
**Hours** 3 hrs  
**Credits** 3 cr.

### CSCI 74000 - Computer Modeling and Simulation

Examination of major models of data systems; Petri nets, data flow diagrams, queuing theory, other topics.

**prereq:** departmental permission  
**Hours** 3 hrs  
**Credits** 3 cr.

### Applied Electives:

### CSCI 70100 - Theory of Operating Systems

Resources, concurrent processes, processor scheduling, probability models of sequencing, memory management, performance analysis models.

**prereq:** Departmental permission  
**Hours** 3 hrs  
**Credits** 3 cr.

### CSCI 71000 - Contemporary Data Base Technology

Current techniques in technology; case studies of pioneering applications; next-generation breakthrough analysis; current research efforts.
CSCI 71100 - Cloud Database Security and Integrity

Privacy requirements, computer system security; policy formation, authorization, data integrity, audit control; other topics.

CSCI 76000 - Computational Linguistics

Formal grammars, transformational models, augmented transition networks, design of parsers, parsing techniques, Determinism Hypothesis, other topics.

CSCI 76100 - Artificial Intelligence

Levels and types of knowledge, uses and induction of knowledge, logic, machine learning, scope and specificity choice of primitives, other topics.

CSCI 77100 - Software Engineering

Current techniques in technology, pioneering applications; analysis of next-generation breakthroughs and current research efforts.

CSCI 79500 - Advanced Topics in Computer Science

Topics will vary, dealing primarily with state-of-the-art material in computer science. May be repeated for a maximum of 6 cr.
Research Electives:

CSCI 72200 - Formal Methods in Programming Languages
Data and control abstractions; backtracking and nondeterminism; the effects of formal methods for program description; proving correctness.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 75000 - Combinatorial Computing
Computer representation of combinatorial objects; back-tracking; generating and enumerating combinatorial objects; other topics

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 75100 - Cryptography
Problems and possibilities of encryption and decoding; traditional and contemporary methods of encryption and time/memory trade-off.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 75200 - Graph Theory I
Permutations and combinations, generating functions, advanced counting numbers, cycles, parity, conjugacy classes, graphs, other topics.

prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.

CSCI 75300 - Graph Theory II
Depth-first search, ordered trees, codes, optimization problem, sort-by-merge; applications of network flow techniques; other topics.

prereq: Departmental permission
CSCI 79500 - Advanced Topics in Computer Science

Topics will vary, dealing primarily with state-of-the-art material in computer science. May be repeated for a maximum of 6 cr.

prereq: Departmental permission

CSCI 79900 - Thesis Research in Computer Science

Thesis research. The course is open only to students selecting the thesis option. May be repeated for a maximum of 6 cr.

prereq: Permission of grad adviser

(Note that CSCI 79500 can count as an elective in either the Applied or Research track).

Total Credits required: 30

CSCI 70100 - Theory of Operating Systems

Resources, concurrent processes, processor scheduling, probability models of sequencing, memory management, performance analysis models.

prereq: Departmental permission

CSCI 70300 - Data Structures in a high level language

This course will provide aspiring and practicing teachers with a deeper knowledge of computer science. Students will study data representation in computer systems and data abstraction techniques. Topics covered include static and dynamic storage methods, lists, stacks, queues, trees, recursion and analysis of algorithms and their applications relevant in a classroom setting.

prereq: CSCI 70900

CSCI 70500 - Algorithms
Complexity and applicability of file and data manipulation techniques including searching, sorting, supporting internal and external data structures, sequential and random access methods, basic big data techniques and other topics.

**CSCI 70700 - Modern Topics and Concepts in Computer Science**

This course will provide aspiring and practicing teachers with base knowledge in a number of the most important disciplines in computer science. Students will study and create working systems using a variety of tools, techniques, and technologies. Sample topics include functional programming, data mining, computer graphics, and artificial intelligence.

**Prerequisite:** CSCI 70300

**Hours:** 3 hrs

**Credits:** 3 cr.

**CSCI 70900 - Programming in high level language**

Programming in a high level language introduces students to computer programming and goes well beyond an introductory class. The course will provide an overview of a language such as Java language and dive into important programming concepts including object-oriented programming, inheritance, exception handling, debugging techniques and more.

**Hours:** 3 hrs

**Credits:** 3 cr.

**CSCI 71000 - Contemporary Data Base Technology**

Current techniques in technology; case studies of pioneering applications; next-generation breakthrough analysis; current research efforts.

**Prerequisite:** Departmental permission

**Hours:** 3 hrs

**Credits:** 3 cr.

**CSCI 71100 - Cloud Database Security and Integrity**

Privacy requirements, computer system security; policy formation, authorization, data integrity, audit control; other topics.

**Prerequisite:** Departmental permission

**Hours:** 3 hrs

**Credits:** 3 cr.

**CSCI 72200 - Formal Methods in Programming Languages**

Data and control abstractions; backtracking and nondeterminism; the effects of formal methods for program description; proving correctness.
**CSCI 72400 - Computational Theory**

Turing machine model for computation: multiple tapes, multiple heads and nondeterminism, space-bounded and time-bounded TMs; completeness theorems.

**CSCI 73000 - Computer Systems**

Terminology, function units, buses, DMA, interrupts, priorities, memory systems, I/O systems, parallel processing and networking.

**CSCI 74000 - Computer Modeling and Simulation**

Examination of major models of data systems; Petri nets, data flow diagrams, queuing theory, other topics.

**CSCI 75000 - Combinatorial Computing**

Computer representation of combinatorial objects; back-tracking; generating and enumerating combinatorial objects; other topics

**CSCI 75100 - Cryptography**

Problems and possibilities of encryption and decoding; traditional and contemporary methods of encryption and time/memory trade-off.
**CSCI 75200 - Graph Theory I**

Permutations and combinations, generating functions, advanced counting numbers, cycles, parity, conjugacy classes, graphs, other topics.

*prereq: Departmental permission*

**CSCI 75300 - Graph Theory II**

Depth-first search, ordered trees, codes, optimization problem, sort-by-merge; applications of network flow techniques; other topics.

*prereq: Departmental permission*

**CSCI 76000 - Computational Linguistics**

Formal grammars, transformational models, augmented transition networks, design of parsers, parsing techniques, Determinism Hypothesis, other topics.

*prereq: Departmental Permission*

**CSCI 76100 - Artificial Intelligence**

Levels and types of knowledge, uses and induction of knowledge, logic, machine learning, scope and specificity choice of primitives, other topics.

*prereq: departmental permission*

**CSCI 77100 - Software Engineering**

Current techniques in technology, pioneering applications; analysis of next-generation breakthroughs and current research efforts.

*prereq: Departmental permission.*
CSCI 77300 - Data Communication and Networks

Analysis of breakthroughs in the areas of telecommunications and networking; current research; case studies of pioneering applications.

*prereq: CSCI 70100
Hours 3 hrs
Credits 3 cr.*

CSCI 77800 - Ethics and Computer Science

Ethical concerns are frequently ignored in technical fields but as a society we are discovering their immense importance. Algorithms can have unintended affects due to hidden bias, security and privacy can be affected negatively when decisions are made for technical merit or user convenience, and social networks have resulted in issues ranging from fake news to echo chambers and more. In this course, we will explore ethical issues in computer science through a combination of programming assignments, case studies and discussions of current events.

*prereq or coreq: CSCI 70300
Hours 3 hrs
Credits 3 cr.*

CSCI 79300 - Independent Study in Computer Science

Independent Study under the direction of a faculty member. The course may be taken only once.

*prereq: Permission of faculty sponsor and graduate adviser
Hours 3 hrs
Credits 3 cr.*

CSCI 79500 - Advanced Topics in Computer Science

Topics will vary, dealing primarily with state-of-the-art material in computer science. May be repeated for a maximum of 6 cr.

*prereq: Departmental permission
Hours 3 hrs
Credits 3 cr.*

CSCI 79900 - Thesis Research in Computer Science

Thesis research. The course is open only to students selecting the thesis option. May be repeated for a maximum of 6 cr.

*prereq: Permission of grad adviser
Hours 3 hrs
Credits 3 cr.*

Program and Courses in Dance
Dance

OVERVIEW

From a campus in the heart of New York City, the Hunter dance student has the unique opportunity of interfacing with many professional dance companies, choreographers and critics who live and work in New York. The department is proud to announce the launch, in fall 2018, of the MFA in Dance. The MFA is considered the terminal degree in the field; it is the baseline qualifying credential for the college/university teaching job market, a crucial laboratory for furthering deep personal artistic accomplishment, and an important venue for the development of contextual and aesthetic understanding.

The modern contemporary-based curriculum in dance education provides the student with opportunities to pursue careers in teaching, with a focus on performance, choreography and production. The curriculum is enriched by community outreach performances, repertory classes with New York-based choreographers, speciality workshops, dance clubs and organizations, international performances, internships and New York State teaching certification. In addition, the Hunter Dance Department hosts an annual spring performance in Hunter's Kaye Playhouse, as well as informal Salon Series, dance and dance education conferences, forums, and site-specific performances devoted to expanding the students' knowledge of and experience with diverse forms of dance in a variety of contexts.

What can I do with my degree in Dance?

The Hunter College Arnhold Graduate Dance Education Program (AGDEP) blends the academic and professional strengths of the School of Education and the Dance Department to train highly effective dance educators for New York City public schools and beyond. The goal of the Arnhold Graduate Dance Education Program is to take highly trained dancers and develop them as effective dance educators, adept in the unique context of dance education in primary and secondary schools.

The MFA program prepares dance artists/educators for many kinds of professional roles in the field of dance through a studio-based program of dance technique and choreography, complemented by appropriate coursework in theory, perspectives and contexts, history, and dance pedagogy.

Programs and Courses in Dance

Program and Courses in Dance

Dance Education Programs and Courses

Administration and Faculty

Chair

Carol K. Walker (acting)

614 Thomas Hunter
212-772-5010
cw1517@hunter.cuny.edu

Program Coordinator (Dance Education)
Kathleen Isaac
(212) 396-6635
TH 614
kathleen.isaac@hunter.cuny.edu

Department Office

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

614 Thomas Hunter
(212) 772-5012
dance@hunter.cuny.edu

http://www.hunter.cuny.edu/~dance/

Faculty

David Capps, Associate Professor; MFA, NYU; Dance performance, Choreography, Somatics, Choreographic Analysis

Maura Nguyen Donohue, Associate Professor; MFA Smith; Choreographer, Advocate, and Writer in the NYC and global community

Kathleen Isaac, Assistant Professor; Director of the Arnhold Graduate Dance Education program, BA, BA/MA and MA Dance Adviser; BA SUNY Brockport, MA NYU; Dance Pedagogy, Mentorship, Integration of Dance and Technology, Interdisciplinary Curriculum Design

Carol K. Walker, Professor and Department Chair (acting), BFA Barat; Dance Education, Dance Program Evaluation, Choreography, Dance History

Dance - MFA

The Hunter College MFA program in Dance prepares dance artists/educators for careers and professional roles in the field of dance through a wide-ranging program of dance technique and choreography, complemented by appropriate coursework in theory, perspectives and contexts, history, and dance pedagogy. The MFA in Dance is considered the terminal degree in the field; it is the baseline qualifying credential for the college/university teaching job market, a challenging laboratory for furthering deep personal artistic accomplishment, and an important venue for the development of contextual and aesthetic understanding. The program will open in the fall of 2018.

Admission Requirements
All applicants will be required to complete the online Hunter College graduate school application, submit an updated CV, and participate in an interview that will include a presentation on the candidate's professional performing and creative career. Details for the presentation will be available after the candidate's application has been submitted. Admission will occur only in the fall semester. Applicants are required to have a bachelor's degree in any subject, at least 5 years of professional dance experience, and a clearly demonstrated career plan for which academic study of the art form is appropriate.

The GRE exam is not required for application for the MFA/Dance Program. An undergraduate degree in Dance is desirable, but not required. Based on a proficiency exam and one-on-one assessment administered early in the course of study, undergraduate courses may be required to cover specific deficiencies in the student's preparation.

**Curriculum**

The degree plan comprises courses in dance pedagogy, theory, criticism, aesthetics, history, research methods, cultural studies, physical training, and extensive creative work in performance and choreography. The capstone of the curriculum is the MFA project, an intensive research process culminating in the presentation of significant creative work.

**Requirements**

The MFA program requires 60 credits and is a terminal degree. The program's standards are those articulated by the National Association of Schools of Dance. The credit requirements are as follows:

- Theory and Perspectives 12 credits
- Dance Technique 11 credits
- Creative Work 11 credits
- Pedagogy 6 credits
- Major MFA project 8 credits
- Electives 12 credits

The 12 elective credits will make it possible for the student to investigate particular areas of interest, and possibly develop a secondary area of interest and expertise.

**Curriculum Details**

**Theory/Context/Perspectives**

The 12-credit requirement in Theory/Context/Perspectives is met by the following courses:

- **DAN 74000 - Aesthetics**

  A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms--including structuralism, semiotics and literary theory--through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

  *prereq: Admission to one of the graduate dance programs*

  *Hours 3*

  *Credits 3*
DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3
Credits 3

DAN 74400 - Modes of Inquiry

This course introduces various research approaches and methods. Research design - including statements of purpose, review of related literature, articulation of methods, and definition of terms – the place of action research in creative exploration (including teaching practice), arts-based research, and the role of theory in research are addressed through readings, discussion, practical experience, and written exercises and papers.

prereq: Admission to MFA Dance program

Hours 3
Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3
Credits 3
Can be repeated for credit with different content areas

Dance Technique

The following courses meet the 11-credit requirement in Technique:

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background
Creative Work

The 11 required Creative Work credits are distributed as follows:

**DAN 73000 - Studies of Forms**

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

*prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3
This course is repeatable once for credit.

**DAN 73300 - Process and Projects**

This course asks the Dance student to explore unfamiliar genres, styles and methodologies through a variety of choreographic project assignments. An inventory of each student's past experiences leads to a collaboratively designed and individualized series of assignments designed to stretch the student's experiences and capabilities.

*prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3

**DAN 73500 - Performance and Presentation**

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

*prereq: Acceptance into one of the graduate dance programs: BA/MA, MA
Hours 3
Credits 1
This course is repeatable once for credit.

**Pedagogy**

The 6-credit Pedagogy requirement consists of the following courses:

**DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning**

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or...
hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

**DAN 75000 - Topics in Teaching for College/University**

Intensive examination of the relationship between pedagogy, teaching artistry, and curriculum design. Includes study of the history, philosophy, and cultures of dance in higher education. Topics include lesson, unit, course, and curriculum structuring, assessment strategies; application of choreographic principles to course design; the relationship between higher education and the changing dance environment, and understanding the administrative hierarchy in higher ed. Students are observed and mentored in their roles as teachers.

**MFA Project**

The MFA Project (DAN 73700) consists of:

- Development of approximately one hour of new performance work
- Close interaction with faculty as aesthetic and compositional strategies are developed, clarified and implemented
- Preparation of work for public presentation, collaboration with producing partners, including development of PR materials
- Extensive (20-25 pages) written document designed to foster critical self-awareness, effective evaluation skills, and understanding of personal focus, context and functionality in the community of artists as well as the broader cultural landscape

**Electives**

The 12 credits of electives are chosen from across the college curriculum or approved outside projects according to particular student interests. Independent study with the Dance faculty in ground-breaking research is encouraged.

**DAN 70100 - Graduate Dance Technique**

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography. May be taken more than once for credit; required 3 times for MA, 2 times for BA/MA, 4 times for the MFA.

**prereq:** Admission to graduate dance program
DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background
Hours 3
Credits 2

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3
This course is repeatable once for credit.

DAN 73300 - Process and Projects

This course asks the Dance student to explore unfamiliar genres, styles and methodologies through a variety of choreographic project assignments. An inventory of each student's past experiences leads to a collaboratively designed and individualized series of assignments designed to stretch the student's experiences and capabilities.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA
Hours 3
Credits 1
This course is repeatable once for credit.

DAN 73700 - MFA Thesis Project

The development, supported by regular faculty mentorship, of at least 30 minutes of original choreography. The work will be presented in a formal venue at Hunter College or another suitable performance space. A reflective paper
synthesizing process, product and context will culminate the project. Must be taken twice.

**DAN 74000 - Aesthetics**

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

*prereq: Admission to one of the graduate dance programs*

**Hours** 3  
**Credits** 3

**DAN 74200 - Graduate Dance History**

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

*prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.*

**Hours** 3  
**Credits** 3

**DAN 74400 - Modes of Inquiry**

This course introduces various research approaches and methods. Research design - including statements of purpose, review of related literature, articulation of methods, and definition of terms – the place of action research in creative exploration (including teaching practice), arts-based research, and the role of theory in research are addressed through readings, discussion, practical experience, and written exercises and papers.

*prereq: Admission to MFA Dance program*

**Hours** 3  
**Credits** 3

**DAN 74600 - Special Topics in Dance**

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.
prereq: Admission to one of the graduate dance programs
Hours 3
Credits 3
Can be repeated for credit with different content areas

**DAN 75000 - Topics in Teaching for College/University**

Intensive examination of the relationship between pedagogy, teaching artistry, and curriculum design. Includes study of the history, philosophy, and cultures of dance in higher education. Topics include lesson, unit, course, and curriculum structuring, assessment strategies; application of choreographic principles to course design; the relationship between higher education and the changing dance environment, and understanding the administrative hierarchy in higher ed. Students are observed and mentored in their roles as teachers.

prereq: DANED 76000
Hours 3
Credits 3

**DAN 76000 (01, 02, 03) - Independent Study in Dance**

In-depth study in an area of special interest for qualified graduate students under the direction of a faculty advisor. Prior to registering for the course, the student must have secured an advisor in the Dance department, submitted a proposal for the independent study, and obtained approval from the chair of the Dance department. May be taken with permission of the department up to five times for a total of up to 15 credits.

prereq: Department permission required
Hours 1-3
Credits 1-3

**Programs and Courses in Anthropology**

**Anthropology**

**OVERVIEW**

Anthropology is the study of humanity in all its cultural and biological diversity. In the United States, the discipline traditionally includes four fields: archaeological, biological, cultural, and linguistic anthropology, although research increasingly examines questions at the borders of the fields or which span more than one field. Anthropology provides essential foundations and perspectives for the study of the social and natural sciences and the humanities, as well as for applied professions such as education, public health, and social work. The Anthropology curriculum emphasizes original research, scholarly writing, informed critical thinking, and the understanding of and tolerance for diverse cultures and ways of life.

We consider hands-on training in qualitative and quantitative methods to be an integral part of graduate training. The faculty is actively involved in interdisciplinary teaching, interdepartmental collaborative efforts, and individual and team research projects, including many that involve new information technologies, cultural resource management, environmental impact assessment, ethnicity and gender, regional and area studies, and economic development, to name a few. The Department is also committed to involving graduate students in ongoing faculty-supported research, and in encouraging independent student-initiated research projects.
The Master's program is tied to the evening course schedule with the majority of courses commencing after 5:00 PM, thereby offering a unique educational resource in an urban area where the majority of potential graduate students are self-supporting and hold full-time jobs.

What can I do with my degree in Anthropology?

The program prepares you for further study in a Ph.D. program, as well as for careers in government, the private sector, non-governmental organizations, museums, and numerous other fields.

Programs and Courses

Programs and Courses in Anthropology

Administration and Faculty

Department Office:

722 North
(212) 772-5410
http://hunter.cuny.edu/anthropology

Chair:

Chair and Graduate Adviser:

Leo Coleman
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(212) 396-6780
anthroma@hunter.cuny.edu

Faculty

Anthropology Faculty

Anthropology - MA

Program

The Department of Anthropology at Hunter College offers the only master's program in anthropology within the CUNY system. The program offers courses in cultural anthropology, biological anthropology, archaeology, and anthropological linguistics, in order to prepare students for careers in research, teaching and applied fields.
The program offers many courses in the evening to accommodate students who hold full-time jobs. Virtually all students who complete the MA program and apply to PhD programs at other institutions are admitted to a program. Some MA students are accepted to PhD programs before completing the requirements for the Hunter MA. Hunter MA students may take courses at the CUNY Graduate Center. Most of the Hunter anthropology faculty are also members of the faculty of the Graduate Center's doctoral program in anthropology. Students are encouraged to participate in faculty research, much of which is externally funded, providing limited opportunities for part-time employment. Scholarships and grants are also available for students in the program to participate in field schools and to conduct field research. Please see our website and contact the graduate adviser for more information.

Requirements for Admission

In addition to meeting the general requirements for admission, students must have at least 9 credits in undergraduate anthropology or a related field, although in special cases this requirement may be waived.

Requirements for the Degree

Requirements for the MA in Anthropology

A minimum of 30 credits beyond the BA.

1. Required Courses (9 credits)

**ANTH 70100 - Foundations of Anthropology**

Surveys history and methods of anthropology, and provides an introduction to the social theories employed in anthropological research.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 70400 - Field Research**

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 72200 - Research Design in Anthropology**

Introduction to core principles of research design employed in anthropology, including training in the central methods used in each subfield.

*Hours 3 hrs*
*Credits 3 cr.*

Additional Information

Students are required to pass these courses with a grade of B- or better. Students are strongly advised to complete these courses early in their graduate training.
2. Electives (21 credits)

The program of study should be chosen to achieve a specialized knowledge in one of the four fields of the discipline: anthropological linguistics, anthropological archaeology, biological anthropology, and cultural anthropology. Alternatively, students, in consultation with the graduate advisor, can create a course of study that combines courses in different fields. Students may also use courses from other departments to fulfill their program requirements with the approval of the graduate advisor.

4. Foreign Language Requirement

A reading knowledge of at least one foreign language appropriate to the field of specialization, or a demonstrated competence in statistics is required. Consult the graduate adviser for more information.

5. A Master's Thesis or Comprehensive Exam

**ANTH 72200 - Research Design in Anthropology**

Introduction to core principles of research design employed in anthropology, including training in the central methods used in each subfield.

*Hours 3 hrs  
Credits 3 cr.*

**ANTH 78500 - Independent Study**

Directed research in any of the 4 subdisciplines on topic chosen by student. Permission of instructor and grad adviser required prior to registration

*Hours 3 hrs, including conferences.  
Credits 3 cr.  
All students must consult with the graduate adviser before registering for any course.*

**ANTH 78600 - Research in Anthropology**

Directed research in any of the 4 subdisciplines on topic chosen by student. Permission of instructor and grad adviser required prior to registration

*Hours 3 hrs, including conferences.  
Credits 3 cr.  
All students must consult with the graduate adviser before registering for any course. Courses offered upon sufficient student demand*

**ANTH 70600 - Master's Thesis Seminar**

Individual research under supervision of student's thesis adviser, limited to students matriculated in the MA program. Credit awarded upon approval of master's thesis.

*Hours 3 hrs, including conferences.  
Credits 3 cr.  
All students must consult with the graduate adviser before registering for any course.*
ANTH 75000 - Archaeology (Core Course)

Introduces basic theory, method, and findings of prehistoric archaeology in an anthropological framework.

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 75100 - Seminar in Archaeology

Each of the following advanced seminars deals with a set of theoretical and methodological topics related to current developments in archaeology: Regional Analysis – a survey and discussion of approaches to the analysis of ancient settlement patterns. Faunal Analysis – an introduction to methods and theoretical problems involved in the use of animal bone evidence for prehistoric economies. Analytical Methods – an introduction to a range of methods of data management and analysis in archaeology; includes training in the use of computer software. Field Methods – an introduction to the problems of practical field research design in archaeology and basic field techniques. Use of basic surveying equipment is covered, with extensive hands-on experience provided.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 75600 - Prehistoric Human Ecology

Problems in analysis of interaction of human economies and changing natural environments. Archaeological view of human role in various ancient ecosystems.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 75800 - Rise of Civilization

Theoretical and empirical investigation of evolution of urbanism and state in both hemispheres.

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 75900 - Archaeology of Europe

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

ANTH 76000 - Archaeology of Africa
The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 76100 - Archaeology of Near East**

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 76200 - Archaeology of New World**

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 76300 - Archaeology of Mesoamerica**

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 79000 - Biological Anthropology (Core Course)**

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 79100 - Seminar in Biological Anthropology**

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 79200 - Human Ecology and Population Dynamics**
From viewpoint of biological anthropology, course examines environmental factors that affect distribution, growth, and senescence of human populations.

*Hours 3 hrs, including conferences*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 79300 - Human Evolutionary Genetics**

Analysis of distribution of contemporary human populations and microevolutionary processes that underlie human variability.

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 79900 - Human Fossil Record**

Fossil evidence on human evolution from Pliocene Australopithecus to modern Homo sapiens. Considers paleoecology, morphology, chronology, and phylogeny.

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 70100 - Foundations of Anthropology**

Surveys history and methods of anthropology, and provides an introduction to the social theories employed in anthropological research.

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 70200 - Seminar in Ethnology**

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 70300 - History of Anthropological Theory**

Treatment of major currents and schools in anthropological thought from 19th century to present.

*Hours 3 hrs, including conferences.*
*Credits 3 cr.*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 70700 - Kinship and Social Structure**
Comparative analysis of kinship systems including kinship terminology, descent groups, family and household forms, and various models of explanation.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 70800 - Religion and Ideology**

Comparative analysis of religious beliefs and practices, cosmology, and other aspects of ideology, especially in non-Western societies.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 71200 - Hunters and Gatherers**

Analyzes both modern and prehistoric foraging societies with particular emphasis on ecological approach.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 71500 - Cultural Ecology**

Evolutionary view of interactions of human populations and their environment with emphasis on processes of cultural adaptation.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 71600 - Medical Anthropology**

Health and disease viewed comparatively in terms of how societies perceive, explain, prevent, and treat illness.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 71800 - Applied Anthropology**

Cross-cultural aspects of development work in U.S. and abroad. Theoretical foundations and practical aspects with emphasis on necessary ancillary skills.

*Hours 3 hrs, including conferences,*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 72000 - Political Anthropology**
Examination of different systems of political organization with emphasis on tribal and peasant societies.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 72100 - Anthropology of Art**

Comparative study of expressive culture in Western and non-Western societies with special emphasis on plastic arts.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 72500 - Sex and Gender in Anthropological Perspective**

Reading and research on human sexual dimorphism, reproductive behavior, and cultural conditioning of gender roles.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 72600 - Ethnology of Africa**

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 72700 - Ethnology of Europe**

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 72800 - Ethnology of Near East**

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion-some of the major ethnological problems arising in that region.

*Hours 3 hrs, including conferences.*
*Credits 3 cr*
*All students must consult with the graduate adviser before registering for any course.*
ANTH 72900 - Ethnology of Southeast Asia

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion—some of the major ethnological problems arising in that region.

_Hours 3 hrs, including conferences,_
_Credits 3 cr_
_All students must consult with the graduate adviser before registering for any course._

ANTH 73000 - Ethnology of China and East Asia

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion—some of the major ethnological problems arising in that region.

_Hours 3 hrs, including conferences,_
_Credits 3 cr_
_All students must consult with the graduate adviser before registering for any course._

ANTH 73100 - Ethnology of Caribbean

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion—some of the major ethnological problems arising in that region.

_Hours 3 hrs, including conferences,_
_Credits 3 cr_
_All students must consult with the graduate adviser before registering for any course._

ANTH 73400 - Ethnology of South America

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion—some of the major ethnological problems arising in that region.

_Hours 3 hrs, including conferences,_
_Credits 3 cr_
_All students must consult with the graduate adviser before registering for any course._

ANTH 73500 - Ethnology of North American Indians

The following course presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion—some of the major ethnological problems arising in that region.

_Hours 3 hrs, including conferences,_
_Credits 3 cr_
_All students must consult with the graduate adviser before registering for any course._

ANTH 77000 - Linguistics (Core Course)

**ANTH 77100 - Seminar in Linguistics**

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 77700 - Language and Culture**

Role of language, dialect, and bilingualism in social life, including language of politics, language in education, language variation as related to context, sex, status, topic, etc.

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 77800 - Seminar in Sociolinguistics**

Selected topics in language and society, such as language and ethnicity, bilingualism, language contact, creole languages, etc.

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 70400 - Field Research**

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 70500 - Quantitative Measures**

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 70900 - Folklore and Mythology**

*Hours 3 hrs, including conferences*  
*Credits 3 cr.*  
*All students must consult with the graduate adviser before registering for any course.*

**ANTH 71000 - Psychological Anthropology**
Hours 3 hrs including conferences
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

**ANTH 71100 - Economic Anthropology**

Hours 3 hrs, including conferences
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

**ANTH 77200 - Phonological Analysis and Theory**

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

**ANTH 77300 - Grammatical Analysis and Theory**

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

**ANTH 77500 - Linguistic Field Techniques and Methods**

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

**ANTH 77600 - Cognitive Anthropology**

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

**ANTH 79400 - Primate Ecology and Behavior**

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

**ANTH 79500 - Primate Paleontology**

Hours 3 hrs, including conferences.
Credits 3 cr.
All students must consult with the graduate adviser before registering for any course.

**ANTH 74500 - Anthropology of Science**
This course examines how scientific knowledge is made in laboratories and other venues of scientific practice, while helping students develop critical evaluations of the power and authority of science and understand its role in current social problems. Students will examine scientific practices and notions of objectivity; make comparisons with indigenous, non-Western, and lay knowledge systems; and explore ethical and legal aspects of scientific innovation.

prereq: department permission
Hours 3 hrs
Credits 3 cr.

Programs and Courses in Art

Art and Art History

OVERVIEW

The Hunter College Department of Art & Art History offers two distinguished master's programs, an MA in art history and an MFA in creative art. The department boasts world renowned faculty in art history and studio art.

Hunter is situated within walking distance of a range of resources unsurpassed anywhere for the study of art history: outstanding museums, galleries and specialized research libraries. The Art History - MA, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

In New York, as nowhere else, the Studio Art - MFA student has access to the changing ideas and forms of contemporary art. This is crucial to the achievement of the goal of the MFA program: to develop professional artists capable of continued growth once they leave the relatively structured university environment. The program is designed to offer broad training for the artist in the development of critical and analytical visual thinking as it relates to their work. Students are encouraged to develop their own art through constant peer contact in the studios, individual work with faculty tutors, critical seminars focusing on student work, and classes in the theory and history of art. Electives in a range of studio practices broaden student experience and are also required. In addition, many artists, curators, critics and historians are invited to meet with students.

Art Facilities and Galleries

Facilities

The department functions in two main Manhattan locations, the main campus at 68th Street and Lexington Avenue and the MFA Studio Building at 205 Hudson Street in Tribeca. The main campus at 68th Street houses the administration, the Leubsdorf Art Gallery, and the Zabar Art Library with extensive databases including Artstor, a digital source of over one million images in the arts and humanities. It also houses fully equipped workshops on the 11th floor in photography, graphics (printmaking), metal, wood and plaster, as well as a computer lab and painting and drawing studios. The basement of Thomas Hunter Hall, the adjacent building, houses the clay workshop. The MFA Building is a large, unique facility that plays a significant role in the life of the college and, indeed, the city as a whole. It has studio space for up to 150 students and a 5,000 square foot gallery. The building houses a number of workshops and labs including photography, wood, metal, printmaking and ceramics studios, as well as digital audio and video production labs.

Galleries
The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, houses professionally organized exhibits that support the educational programs of the Department of Art & Art History at Hunter College. The gallery at 205 Hudson Street is home to each semester's MFA theses exhibitions and other exhibitions supporting the department's educational mission. Students in both the MA and MFA programs have opportunities to make curatorial and research contributions to shows mounted at the Hunter College Galleries. The Department and its students are also involved with the Artist's Institute, located in a townhouse on East 65th Street, and with the Hunter East Harlem Gallery, on 119th Street and Third Avenue.

Programs and Courses

Programs and Courses in Art

Administration and Faculty

Chair:

Howard Singerman
11054 North
(212) 772-5051
howard.singerman@hunter.cuny.edu

Department Office:

11054 North
(212) 772-4995
email: art@hunter.cuny.edu
www.hunter.cuny.edu/art/

Faculty

Art and Art History Faculty

Curatorial Studies - Advanced Certificate

Program

The certificate is intended to formalize and recognize the high level of curatorial training already being provided to graduate students (both MA and MFA) in the Department of Art & Art History, and to intensify and amplify that training through the rigor of an official curriculum. In the academic and practical curriculum laid out below, students will gain experience, contacts, and visibility in the city and in international art world. Relevant job opportunities for students who attain this certificate include Curator, Curatorial Assistant, Gallerist, Gallery Director, Art Fair manager, Public Art Consultant, Art Adviser, private collection curator, Registrar, and many other related positions in museums and also private or commercial interests.

Admission Requirements
The certificate program, which is open by subsequent application to Hunter College students accepted into either the MA or the MFA, and by application to students holding the MA in Art History (or related degree) from another accredited institution, consists of a sequence of four courses designed specifically to offer both a theoretical and historical grounding in curatorial practices and practical experience in exhibition organization and display and object collection research and preservation. For students already enrolled in the Hunter MA or MFA programs, of the 12 credits required for the certificate, 6 would fulfill requirements within the existing 30 credit MA degree in Art History or the existing 48 credit MFA, and 6 would be in addition to those credit limits in both programs. Students admitted directly to the certificate program would be required to complete 12 credits.

Program Requirements

Curriculum

I. Methodology - 3 cr.

ARTH 60200 - Research Methods of Art History

Training in bibliographical materials and research methods through examination of special problems in art history and writing of research paper.

Hours 45 hrs,
Credits 3 cr
offered every semester

II. Exhibition Practicum - 3 or 9 cr.

ARTH 76200 - Curatorial Practicum

A subject specific Exhibition seminar/practicum: the course would focus on an exhibition project, led by a faculty member and researched by students, culminating in an exhibition. It will acquaint students with all aspects, from creative to practical, in mounting an exhibition.

Hours 3 hrs.
Credits 3 cr.

ARTH 76300 - The Artist's Institute

The Artist's Institute offers students enrolled in the MA, MFA, and Advanced Certificate in Curatorial Studies experience, contacts, and visibility in the city and in the international art world. Each semester, an advanced seminar is organized around a topic, artist, or writer relevant to the contemporary art world. Students are led through a curriculum of reading, writing, and discussion that leads to organizing a coherent project, which can take the form of a publication, an exhibition, or a series of public programs.

Hours 3 hrs.
Credits 3 cr.

III. History of Exhibitions, Collecting, and Curatorial Practices - 0 or 6 cr.

ARTH 76100 - Special Topics Seminar in Exhibitions and Collecting
This course addresses the history of collecting as the foundation of institutions that foster the production, dissemination, and preservation of art. Dependent on the expertise of the instructor, this course varies among topics such as History of Museums, History of Biennials, History of Collecting, Taste, and Patronage, and Theoretical and Critical investigations of Collecting Practices.

*Hours 3 hrs.*
*Credits 3 cr.*

### Additional Information

### Program Adviser

Cynthia Hahn, Professor, Art History
cynthia.j.hahn@gmail.com

### Art History - MA

### Program

The MA in art history, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

### Admission Requirements

Applicants are admitted in both fall and spring semesters. The applicant must have completed 12 credits of undergraduate courses in art history. Reading knowledge of a foreign language (French, German, or Italian) is required. All supporting material requested by the college's Graduate Admissions Office (GRE score, official transcript, two to three letters of recommendation, and a writing sample) as well as the completed on-line application form must be supplied by the application deadlines. Application Deadlines: for fall admission, February 1; for spring admission, October 1.

### Program Requirements

### Curriculum

1. **Course Requirements**

   1. ARTH 60200 Research Methods of Art History (3cr), as early as possible in a student's course of study.
   2. One course must be taken in art historical theory or historiography, such as ARTH 73400, or a special topics course directly related to one of these areas (3cr).
   3. Three courses from three of the following four areas (9cr):
      - Ancient and Medieval Art
      - Renaissance, Baroque, and 18th-century Art
      - Modern (19th- or 20th-century) and American Art
4. Three electives in Art History or other courses approved by the department (9cr).
5. Masters Thesis (6cr):
   o ARTH 79900 Thesis Research
   o ARTH 80000 Thesis Writing

2. Permission of the graduate adviser:

With the permission of the graduate adviser, candidates for the MA in art history may take up to 6 credits in studio courses or in courses in related areas.

Additional Information

Transfer students

Students may apply for transfer of up to, but no more than, 9 credits from another institution (including the Graduate Center of the City University of New York). Permission to transfer credits is not guaranteed and is considered on a case by case basis.

Examinations

Students must take and pass two examinations before they are permitted to proceed beyond 15 credits. It is recommended that they take these examinations as early in their careers as possible. Both examinations are given once each semester.

Language Examination:

Students must demonstrate their ability to use at least one foreign language as a research tool by passing a written examination in French, German, Italian, or Spanish.

Comprehensive Examination:

Passing a written examination in the history of art is required of all candidates.

Mid-program evaluation:

The progress of each student will be reviewed upon the completion of 15 credits. Students will be permitted to proceed if they have demonstrated proficiency in writing and research skills and have passed the comprehensive and foreign language examinations.

Incomplete credit:

Students with 6 credits of IN ("Incomplete") will not be permitted to register for courses.

Facilities
The department functions in two main locations, the main campus at 68th Street and Lexington Avenue and the MFA Studio Building at 450 West 41st Street. The North Building at 68th Street houses the administration and the library and has fully equipped, newly renovated workshops on the 11th floor in photography, graphics, metal, wood, plaster, computer graphics and general painting studios. The basement of Thomas Hunter Hall, the adjacent building, houses the clay workshop. The MFA Building houses the graduate studios, the MFA Gallery, and the graduate photo, wood, metal and ceramics studios.

Galleries

The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, houses professionally organized exhibits that support the educational programs of the Department of Art and Art History at Hunter College.

The 205 Hudson Gallery is located in the MFA facility at 205 Hudson Street in Tribeca. The 3500-sq. ft. space houses MFA thesis exhibitions each semester as well as exhibitions curated by Hunter graduate students and faculty.

Hunter East Harlem Gallery is located in the Silberman School of Social Work on Third Avenue at 119th Street. It is devoted to exhibiting artists engaged in social practice, community projects, and other alternative forms of public art.

The Artist's Institute, located in Casa Lally on East 65th Street between Lexington and Third Avenues, is a research and exhibition space for contemporary artists and writers.

Scholarships and Travel Grants

Among the programs targeted scholarships are the Estrellita Brodsky scholarships which supports strong MA students working in Latin American and African American art history, and the Virginia Adams Award, which supports students working on pre-twentieth-century topics. Edna Wells Luetz/Joseph P. Riedel Scholarship provides support for Hunter College undergraduates pursuing graduate studies in the Department of Art and Art History. The Queen Sofia Spanish Institute Fellowship supports research travel for students researching topics in the Hispanophone world. The Joan Lazarus fellowships support both MA and MFA students working on exhibitions in the Hunter College Art Galleries. We have established ongoing paid internship relationships with the Dia Art Foundation and the Maria, Hans, and Renate Hofmann Trust, and working relationships with the Rauschenberg Foundation and, beginning in the 2018-19 academic year, Hunter MA students were able to participate in the Metropolitan Museum of Art's yearlong Curatorial Practice Seminar.

Program Adviser

Maria Antonella Pelizzari, Professor, Art History
apelizza@hunter.cuny.edu

Studio Art - MFA

Program

The MFA Program in Studio Art is a three-year program that offers advanced studies in Visual Art. Working with faculty from ceramics, drawing, sculpture, new genres, painting, printmaking, and photography, students learn to develop innovative, politically and socially engaged expression using diverse media. The MFA in Studio Art offers a 48-credit course of study, combining interdisciplinary seminars, one-on-one tutorials, classes on special topics, and art history courses spanning diverse histories. The MFA in Studio Art gives access to visiting curators, visiting artist workshops, curatorial studies, lectures, and an interdisciplinary program of graduate-initiated activities and access to courses in any other CUNY school. MFA students explore new ways to advance the field of visual arts and ideas,
balancing critical thinking with aesthetics, contemporary issues within an historical perspective, theory with practice, and traditional methods with new technologies.

**Admission Requirements**

Applications are reviewed once a year. The applicant must have completed an undergraduate degree from an accredited institution. Applicants who have a previously completed an MFA in art cannot be considered for admission to the studio art program at Hunter College. Applicants must submit the on-line Hunter College Graduate Application for Admission. This application, with all supporting materials, must be submitted prior to the January 15 deadline. For application guidelines visit the Art Department website.

The Art Department Graduate Admissions Committee will select finalists for admission to the MFA program. All finalists will be scheduled for an interview.

**Program Requirements**

**Curriculum**

Candidates must complete 48 credits, distributed as follows:

- **9 credits of tutorial work**
  ARTCR 61400 Studio Tutorial I
  ARTCR 61500 Studio Tutorial II
  ARTCR 61600 Studio Tutorial III

- **9 credits of seminar work**
  ARTCR 66200 Seminar I
  ARTCR 66300 Seminar II
  ARTCR 66400 Seminar III

- **9 credits of special topics**
  ARTCR 75100 Special Topics in Studio Art

- **6 credits of thesis**
  ARTCR 79100 Thesis Exhibition
  ARTCR 79200 Thesis Writing

- **9 credits of liberal arts electives in the history, theory, and criticism of art;**
- **6 elective credits which may be used for additional art history or studio electives, graduate level courses in other departments or colleges, or non-traditional courses or projects such as apprenticeships, teaching assistantships or participation in the foreign exchange program.**

**Mid Program Review:** Eligibility to continue to work toward the degree is evaluated by a committee of MFA faculty in the third semester.

**Residency Requirement:** Each student is provided a studio and participates in the program through its use, where they are expected to hold tutorial meetings.

**Additional Information**

**Foreign Exchange Program**
We have exchanges with different schools and programs around the world. Consult the website for current information.

**ARTH 60200 - Research Methods of Art History**

Training in bibliographical materials and research methods through examination of special problems in art history and writing of research paper.

*Hours 45 hrs,
Credits 3 cr*

*offered every semester*

**ARTH 61900 - Greek Art**

Greek sculpture and painting from Geometric to Hellenistic period. Emphasis on masterpieces of Archaic, Classical, and Hellenistic eras.

*Hours 45 hrs,
Credits 3 cr*

**ARTH 62000 - Roman Art**

Roman art from Republican period to Age of Constantine. Emphasis on imperial reliefs, portraits, sarcophagi, and wall painting.

*Hours 45
Credits 3*

**ARTH 62100 - Modern Art I**

Origins and history of modern art in 19th century.

*Hours 45
Credits 3*

**ARTH 62200 - Modern Art II**

Modern art in 20th century.

*spring only*

**ARTH 62300 - Renaissance Art I**

Studies in art of 14th and 15th centuries.

*Hours 45
Credits 3*

**ARTH 62400 - Renaissance Art II**

Studies in art of 16th century.
**ARTH 62500 - Baroque Art**

Studies in art of 17th century.

**ARTH 63600 - Chinese and Japanese Art**

Studies in Chinese and Japanese painting.

**ARTH 63700 - Medieval Art I**

Studies in art of early Middle Ages.

**ARTH 63800 - Medieval Art II**

Studies in art of later Middle Ages.

*spring only*

**ARTH 64100 - Islamic Art**

Art and architecture of Islamic world from Spain to India.

**ARTH 73400 - Theory and Criticism of Art**

Readings in the history of art history and/or critical theory as a background and methodology for current problems in the discipline and in contemporary art criticism.

**ARTH 74000 - Photography in the 19th Century**

Studies in 19th Century photography.

*Hours 45*
*Credits 3*

**ARTH 75000 - Photography in the Twentieth Century**

An historical and critical survey of the art of photography in Europe and in the United States from the avant-gardes in the early twentieth century to conceptual art and postmodernism in the 1970s.

**ARTH 76100 - Special Topics Seminar in Exhibitions and Collecting**

This course addresses the history of collecting as the foundation of institutions that foster the production, dissemination, and preservation of art. Dependent on the expertise of the instructor, this course varies among topics such as History of Museums, History of Biennials, History of Collecting, Taste, and Patronage, and Theoretical and Critical investigations of Collecting Practices.

*Hours 3 hrs.*
*Credits 3 cr.*
**ARTH 76200 - Curatorial Practicum**

A subject specific Exhibition seminar/practicum: the course would focus on an exhibition project, led by a faculty member and researched by students, culminating in an exhibition. It will acquaint students with all aspects, from creative to practical, in mounting an exhibition.

*Hours 3 hrs.*
*Credits 3 cr.*

**ARTH 76300 - The Artist's Institute**

The Artist's Institute offers students enrolled in the MA, MFA, and Advanced Certificate in Curatorial Studies experience, contacts, and visibility in the city and in the international art world. Each semester, an advanced seminar is organized around a topic, artist, or writer relevant to the contemporary art world. Students are led through a curriculum of reading, writing, and discussion that leads to organizing a coherent project, which can take the form of a publication, an exhibition, or a series of public programs.

*Hours 3 hrs.*
*Credits 3 cr.*

**ARTH 76400 - Curatorial Methods**

Curatorial Methods offers students enrolled in the MA, MFA, and Advanced Certificate in Curatorial Studies a grounding in the history of art institutions and the collecting and display practices that have shaped them, as well as a comprehensive understanding of contemporary issues shaping debates around the conception and organizing of exhibitions and the forming and care of collections. Students are led through a curriculum of reading, writing, and discussion that leads to conceiving a coherent exhibition proposal and writing a paper based on extensive research in a topic chosen in consultation with the instructor.

*Hours 3 hrs.*
*Credits 3 cr.*

**ARTH 78000 - Special Topics in Art**

Graduate seminars on specific topics established by individual faculty. Topics in recent years have included Greek Vase Painting, Medieval Art and Thing Theory, Love and Death in Italian Renaissance Art, Mapping Mexico City, Networks of Power in the Ottoman Empire, International Rococo, Manet, Contemporary African Art.

**ARTH 78007 - Modern Art III**

Studies in contemporary art.

**ARTH 75500 - Independent Study**

Independent studies in history or theory of art under direction of faculty member.

*Credits 3*

**ARTH 79900 - Thesis Research**
Independent research toward MA thesis under direction of faculty member. This course aims to introduce Art History MA students to the steps needed to plan and begin writing their thesis. Each student works with his/her primary advisor towards the development of a manageable and original thesis topic, which involves primary research and the preparation of an annotated bibliography pertaining to the subject, the development of an argument, and the writing of a 6-page prospectus and one chapter (20-pages-long), both doublespaced, 12-size font, with footnotes included. Limited to matriculated MA students in art who have completed 20 grad cr. Independent research toward MA thesis under direction of faculty member.

_prereq: Department Permission Required
_Hours 3 hrs
_Credits 3 cr.

**ARTH 80000 - Thesis Writing**

Over the course of this class, each student works individually with his/her primary adviser towards the completion of polished, submission-ready thesis chapters, which involves the deployment of primary and secondary research, the analysis of objects of visual and material culture, the crafting and polishing of convincing argumentation, and the editing and polishing of language at the sentence, paragraph, and thesis-level. The student will write during this course, breaking down the process into drafting, rewriting and restricting, and editing. Open to students who have completed ARTH 79900.

_prereq: Department permission and completion of ARTH 79900 required
_Hours 3 hrs
_Credits 3 cr.

**ARTCR 61400 - Studio Tutorial I**

Studio Tutorials are one-on-one meetings with a faculty member that are used to define methods for the development of the individual student's art practice. Students are expected to expand their field of knowledge, and demonstrate self-awareness by creating and articulating a clear methodology for their area of study.

_Hours 3 hrs
_Credits 3 cr.

**ARTCR 61500 - Studio Tutorial II**

Studio Tutorials are one-on-one meetings with a faculty member that are used to define methods for the development of the individual student's art practice. Students are expected to expand their field of knowledge, and demonstrate self-awareness by creating and articulating a clear methodology for their area of study.

_Hours 3 hrs
_Credits 3 cr.

**ARTCR 61600 - Studio Tutorial III**

Studio Tutorials are one-on-one meetings with a faculty member that are used to define methods for the development of the individual student's art practice. Students are expected to expand their field of knowledge, and demonstrate self-awareness by creating and articulating a clear methodology for their area of study.

_Hours 3 hrs
_Credits 3 cr.
ARTCR 62200 - Advanced Sculpture II

Individual tutorial with full-time faculty member. Development of creative expression in sculpture, including research projects in various media.

*Hours 45 hrs,
Credits 3 cr*

ARTCR 62300 - Advanced Sculpture III

Individual tutorial with full-time faculty member. Development of creative expression in sculpture, including research projects in various media.

*Hours 45 hrs,
Credits 3 cr*

ARTCR 62500 - Advanced Graphic Arts I

Individual tutorial with full-time faculty member. Woodcut (black and white and color) printing. Soft ground and hard ground etching. Aquatint. Line engraving on metal. Dry point. Color printing with metal; surface printing offset, and intaglio color from traditional to latest experimental methods.

*Hours 45 hrs,
Credits 3 cr
MFA majors in graphics only*

ARTCR 62600 - Advanced Graphic Arts II

*Hours 45 hrs,
Credits 3 cr*

ARTCR 62700 - Advanced Graphic Arts III

*Hours 45 hrs,
Credits 3 cr*

ARTCR 62900 - Combined Media

Individual tutorial with full-time faculty member. Tutorial in various experimental media such as environmental, conceptual, film, video, etc.

*Hours 45 hrs,
Credits 3 cr*

ARTCR 63100 - Advanced Photography I
Individual tutorial with full-time faculty member. Advanced projects in photography ranging from photojournalism through formal and experimental multimedia imagery.

Hours 45 hrs,  
Credits 3 cr  
MFA majors in photography only

**ARTCR 63200 - Advanced Photography II**

Individual tutorial with full-time faculty member. Advanced projects in photography ranging from photojournalism through formal and experimental multimedia imagery.

Hours 45 hrs,  
Credits 3 cr  
MFA majors in photography only

**ARTCR 63300 - Advanced Photography III**

Individual tutorial with full-time faculty member. Advanced projects in photography ranging from photojournalism through formal and experimental multimedia imagery.

Hours 45 hrs,  
Credits 3 cr  
MFA majors in photography only

**ARTCR 63500 - Advanced Ceramics I**

Individual tutorial with full-time faculty member.

Hours 45 hrs,  
Credits 3 cr  
MFA majors in clay and casting only

**ARTCR 63700 - Advanced Ceramics III**

Individual tutorial with full-time faculty member.

Hours 45 hrs,  
Credits 3 cr  
MFA majors in clay and casting only

**ARTCR 66200 - Seminar I**

A graduate course requirement for the MFA. This class is open to any student who has been accepted into the MFA Studio Art. Students will be expected to present their work for the purpose of discussion and critique. The class will be taught by professors who will instruct students in the theory, criticism and practice of contemporary art. This is an advanced course, and will facilitate learning as student growth in areas of study including Painting, Sculpture, New Genres, Ceramics, Drawing or Printmaking. Museum/gallery visits, readings and written analysis of exhibitions may be assigned to help build an understanding of how skill and technique are implemented in the conceptual creation of their art.


**ARTCR 66300 - Seminar II**

A graduate course requirement for the MFA. This class is open to any student who has been accepted into the MFA Studio Art. Students will be expected to present their work for the purpose of discussion and critique. The class will be taught by professors who will instruct students in the theory, criticism and practice of contemporary art. This is an advanced course, and will facilitate learning as student growth in areas of study including Painting, Sculpture, New Genres, Ceramics, Drawing or Printmaking. Museum/gallery visits, readings and written analysis of exhibitions may be assigned to help build an understanding of how skill and technique are implemented in the conceptual creation of their art.

**Hours 3.5 hrs  
Credits 3 cr.**

**ARTCR 66400 - Seminar III**

A graduate course requirement for the MFA. This class is open to any student who has been accepted into the MFA Studio Art. Students will be expected to present their work for the purpose of discussion and critique. The class will be taught by professors who will instruct students in the theory, criticism and practice of contemporary art. This is an advanced course, and will facilitate learning as student growth in areas of study including Painting, Sculpture, New Genres, Ceramics, Drawing or Printmaking. Museum/gallery visits, readings and written analysis of exhibitions may be assigned to help build an understanding of how skill and technique are implemented in the conceptual creation of their art.

**Hours 3.5 hrs  
Credits 3 cr.**

**ARTCR 64200 - Advanced Drawing III**

A studio elective for MFA students.

**Hours 4  
Credits 3**

**ARTCR 75000 - Independent Study in Studio Art 1, 2**

**Hours 45 hrs,  
Credits 3 cr  
These credits are used when a student travels to one of our exchange programs.**

**ARTCR 75100 - Special Topics in Studio Art**

Special projects in art according to the specialty or area of research of the professor, and in timely response to current trends.

**Hours 3.5 hrs  
Credits 3 cr.**
ARTCR 75156 - Apprenticeship

Teaching Assistantship with a Full-time Faculty Member

prereq: must have passed Mid-Program Review, permission of the instructor

ARTCR 79100 - Thesis Exhibition

This class centers on the development and completion of artwork for the student's MFA thesis exhibition. Student works closely with their faculty thesis adviser, meeting regularly as research and work for the exhibition evolves. The faculty adviser helps the student envision and plan the logistics of where and how their work will be installed and displayed in the gallery. The thesis work also serves as a launch into the professional art world and establishes the conceptual and art historical parameters necessary for an ongoing studio practice. Participation in the exhibition represents the successful culmination of the student's MFA studies.

prereq: Completion of 39 credits in the MFA Program
coreq: ARTCR 79200
Hours 3 hrs
Credits 3 cr.

ARTCR 79200 - Thesis Writing

ARTCR79200 provides instruction to assist in the writing component of the MFA student's thesis presentation. It may be taken in advance of or simultaneously with the penultimate semester, the thesis exhibition semester. Students must have completed 24 credits (one half of the program) prior to taking ARTCR79200. The class will focus on student writing skills in general with the specific goal of instructing them in the skills and knowledge required to write a successful thesis statement. The thesis statement is an essential requirement in that professional work as an artist requires regular writing to explain work to the public, apply for professional opportunities, etc. The class will be taught by one instructor who may tap other faculty or outside experts to aid in instruction in specific topics. Instruction will relate self-defined student artwork with assigned writing projects.

prereq or coreq: Completion of 24 credits in the MFA Program
Hours 3 hrs
Credits 3 cr.

ARTCR 61100 - Advanced Painting I

Individual tutorial with full-time faculty member.

Hours 45 hrs,
Credits 3 cr
MFA majors in painting only

ARTCR 61200 - Advanced Painting II

Individual tutorial with full-time faculty member.

Hours 45 hrs,
Credits 3 cr
MFA majors in painting only
ARTCR 61300 - Advanced Painting III

Individual tutorial with full-time faculty member.

Hours 45 hrs,
Credits 3 cr
MFA majors in painting only

ARTCR 62100 - Advanced Sculpture I

Individual tutorial with full-time faculty member. Development of creative expression in sculpture, including research projects in various media.

Hours 45 hrs,
Credits 3 cr

ARTCR 63600 - Advanced Ceramics II

Individual tutorial with full-time faculty member.

Hours 45 hrs,
Credits 3 cr
MFA majors in clay and casting only

ARTCR 64000 - Advanced Drawing I

A studio elective for MFA students.

Hours 4
Credits 3

Programs and Courses in Biochemistry

Biochemistry

About the Program

The interdisciplinary program in Biochemistry is jointly administered and staffed by members of the Biological Sciences and Chemistry departments. The master's degree is offered as a terminal degree. Both first-year courses and advanced courses are available at Hunter College and/or at the Graduate Center, 365 Fifth Avenue, New York, NY 10016.

What can I do with my degree in Biochemistry?

The MA in Biochemistry prepares graduates to compete for laboratory professions in academia or industry, further education in the health professions and continued studies in doctoral programs in biochemistry or other biomedical science.
Programs and Courses

Programs and Courses in Biochemistry
Doctoral program in Biochemistry

Administration and Faculty

Department Offices:

Biological Sciences:

927 North
(212) 772-5293
bio_admin@genectr.hunter.cuny.edu
Website: http://biology.hunter.cuny.edu

Chair:

Derrick Brazill
N803a North
brazill@genectr.hunter.cuny.edu

Chemistry:

1307 North
(212) 772-5330
msettenh@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/chemistry

Chair:

Akira Kawamura
1312 North
chairche@hunter.cuny.edu

Graduate Advisers: Department of Biology

Thoman Schmidt-Glenewinkel
839 North
(212) 772-5027
thomas@genectr.hunter.cuny.edu

Olorunseun Ogunwobi
426 Belfer
(212) 896-0447
ogunwobi@genectr.hunter.cuny.edu

Graduate Adviser: Department of Chemistry

Yujia Xu
1304C North
(212) 772-4310
Requirements for Admission for Plan 1 and Plan 2

General admission requirements to Hunter's graduate programs are observed including GRE (verbal and quantitative reasoning); TOEFL (for foreign students whose native language is other than English). The GRE will be waived upon applicant's request, if documentation of professional experience in the field, or graduate-level academic work show adequate preparation to successfully pursue the degree.

In addition, the student must have completed the following courses: general chemistry (including qualitative analysis) (one year), quantitative analysis, organic chemistry (one year), physical chemistry (one semester lecture and laboratory), biology (one year), biochemistry lecture and laboratory (one semester). Deficiencies may be made up during the first three semesters of graduate study.

Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission).

Requirements for Admission for Plan 3

The general guidelines for admission to Hunter College will be followed. Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission). (Note, this new policy on GRE waiver will be applied to all three study plans).

Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission). Students interested in Plan 3 should submit a written letter-of-intent to the advisor after being admitted to the M.A. Program in Biochemistry before the ending of the first semester of study. To qualify for this option, students must have completed 9-12 credits of graduate-level courses that can be transferred upon approval. Credits that counted toward graduation requirements for a baccalaureate degree cannot be transferred. In addition, the student should provide an evaluation letter from the thesis mentor indicating the student can complete the thesis within one year. In the event that the student fails to defend the thesis by the end of the first year of study, he/she could may request a one-year extension to graduate under the Accelerated Thesis Option. Alternatively, or in the event the request is denied, he/she has the option to chose to graduate under study Plan 2: The Thesis Option or Plan 1: the Comprehensive Exam Option, provided that he/she meets all requirements of the chosen Plan 2.

Requirements for the Degree
Comprehensive Examination or Thesis:

Students may complete the requirements for the MA through either of the following two plans:

- **Plan (1):** A minimum of 30 credits of course work plus a passing grade in a comprehensive examination.

- **Plan (2):** A minimum of 24 credits of course work, plus 6 credits from a thesis on an original research problem. The thesis must be approved by the student’s adviser, and it must be defended before a thesis committee.

Courses:

The student must complete the following courses from the list below. Note that no more than 10 credits of 600-level courses may be taken.

**Plan (1):**

**BIOCHEM U71010 - Advanced Biochemistry 1**

*prereq: a 1-semester course in biochemistry or equiv and physical chemistry*

*Hours 3 hrs,*

*Credits 3 cr*

*Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.*

**OR**

**CHEM 64000 - Biochemistry I**

Proteins, enzymes, bioenergetics, recombinant DNA.

*prereq: 1 yr of undergraduate organic chemistry*

*Hours 3 hrs.*

*Credits 3 cr.*

*Fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.*

**BIOCHEM U71020 - Advanced Biochemistry 2**

*prereq: BIOCHEM 71010 or equivalent*

*Hours 3 hrs.*

*Credits 3 cr*

*Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.*

**OR**

**CHEM 64100 - Biochemistry II**

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

*prereq: CHEM 64000*

*Hours 3 hrs.*
BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center

- BICM 77000 Physical Biochemistry

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent
Hours 4 hrs.
Credits 4 cr
Fall

Minimum of two courses from the following:

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

BIOL 61000 - Workshop in Biotechnology

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

prereq: BIOL 71000 or permission of instructor
Hours 30 hrs/wk for 4 wks,
Credits 4 cr

Additional Requirements:

- BIOCHEM 71551
- BIOCHEM 71552
- BIOCHEM 71553
- BIOCHEM 71554
- BIOCHEM 71100

Any remaining or additional credits may be taken by choosing courses in Biology or Chemistry as electives, or by taking additional research credits (BIOCHEM 71201, BIOCHEM 71202, BIOCHEM 71203, BIOCHEM 71204)

A passing grade of the Comprehensive Exam given at the end of the study.

Plan (2):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry
Hours 3 hrs.
Credits 3 cr.
fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II
Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000
Hours 3 hrs,
Credits 3 cr
Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry
Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent
Hours 3 hrs,
Credits 3 cr
Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry
Hours 3
Spring only, offered at the Graduate Center

Minimum of one course from:

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
Fall only

BIOL 71401 - Cell Biology
In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

**prereq:** undergraduate organic chemistry or biochemistry  
**Hours** 60 hrs,  
**Credits** 4 cr  
**spring only**

**BIOL 70005 - Genetics**

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

**prereq:** undergraduate genetics and molecular biology (or biochemistry)  
**Hours** 60 lec,  
**Credits** 4 cr  
**fall only**

**BIOL 75003 - Developmental Biology**

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

**prereq or coreq:** BIOL 71013 and BIOL 71401  
**Hours** 60 lec,  
**Credits** 4 cr  
**Spring only**

**BIOL 61000 - Workshop in Biotechnology**

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

**prereq:** BIOL 71000 or permission of instructor  
**Hours** 30 hrs/wk for 4 wks,  
**Credits** 4 cr

**Additional Requirements:**

- BIOCHEM 71551
- BIOCHEM 71552
- BIOCHEM 71553
- BIOCHEM 71554
- BIOCHEM 71100
- BIOCHEM 79901
- BIOCHEM 79902
- BIOCHEM 79903
Any remaining credits may be taken as research credits (BIOCHEM 71201, BIOCHEM 71202, BIOCHEM 71203, BIOCHEM 71204)

Plan (3)

Minimum of 9 cr. Graduate-level courses that may come from any combination of three courses from the following three lists:

* **Hunter Chemistry:**
  - CHEM 63300 Computational Drug Discovery 3 cr.
  - CHEM 66800 Structural Biology 3 cr.
  - CHEM 67000 Introduction to Nanotechnology 3 cr.
  - BIOCHEM U71010 Advanced Biochemistry 1 3 cr
  - BIOCHEM U71020 Advanced Biochemistry 2 3 cr
  - BIOCHEM U75000 Bioorganic Chemistry 3 cr

No more than two from the following Hunter Biology courses:
  - BIOL 71013 Molecular Biology Lecture 5 cr
  - BIOL 71401 Cell Biology 4 cr
  - BIOL 70005 Genetics 4 cr
  - BIOL 75003 Developmental Biology 4 cr

* **Graduate Center - Chemistry and Biochemistry:**
  - CHEM 81900 Topics in inorganic chemistry: Radiochemistry 3 cr.
  - BICM 77000 Physical Biochemistry 3 cr.

Minimum of 21 cr. of research-related training:

- BIOCHEM 71551 Seminar in Biochemistry 1
- BIOCHEM 71553 Seminar in Biochemistry 1
- BIOCHEM 71554 Seminar in Biochemistry 1
- BIOCHEM 71100 Basic Laboratory Techniques for Research in Biochemistry 4
- BIOCHEM 71201 Advanced Laboratory Techniques for Research in Biochemistry 1 cr.
- BIOCHEM 71202 Advanced Laboratory Techniques for Research in Biochemistry 2 cr.
- BIOCHEM 71203 Advanced Laboratory Techniques for Research in Biochemistry 3 cr.
- BIOCHEM 71204 Advanced Laboratory Techniques for Research in Biochemistry 4 cr.
- CHEM 64900 Instrumental Analysis 5 cr.  **OR** CHEM U79000 Basic Laboratory Techniques for Research in Biochemistry 4 cr
- BIOCHEM 79901 Thesis Research (Master's) 1
- BIOCHEM 79902 Thesis Research (Master's) 2
- BIOCHEM 79903 Thesis Research (Master's) 3

**BIOCHEM U71010 - Advanced Biochemistry 1**
prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,
Credits 3 cr

Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

**BIOCHEM U71020 - Advanced Biochemistry 2**

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,
Credits 3 cr

Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

**BIOCHEM U75000 - Bioorganic Chemistry**

Hours 3 hrs,
Credits 3 cr

Fall only, offered at the Graduate Center

**BIOCHEM U77000 - Physical Biochemistry**

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry

Hours 3

Spring only, offered at the Graduate Center

**BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry**

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8
Credits 4

**BIOCHEM 71201 - Advanced Laboratory Techniques for Research in Biochemistry**

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

prereq: Department Permission Required

Hours 1 hr
Credits 1 cr.

**BIOCHEM 71202 - Advanced Laboratory Techniques for Research in Biochemistry**

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

prereq: Department Permission Required
**BIOCHEM 71203 - Advanced Laboratory Techniques for Research in Biochemistry**

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

*prereq: Department Permission Required*

**BIOCHEM 71204 - Advanced Laboratory Techniques for Research in Biochemistry**

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

*prereq: Department Permission Required*

**BIOCHEM 71551 - Seminar in Biochemistry**

*Hours 1*

*Credit 1*

*offered Fall and Spring*

**BIOCHEM 71552 - Seminar in Biochemistry**

*Hours 1*

*Credit 1*

*offered Fall and Spring*

**BIOCHEM 71553 - Seminar in Biochemistry**

*Hours 1*

*Credit 1*

*offered Fall and Spring*

**BIOCHEM 71554 - Seminar in Biochemistry**

*Hours 1*

*Credit 1*

*offered Fall and Spring*

**BIOCHEM 79901 - Thesis Research**

*Credit (Master's) 1*
BIOCHEM 79902 - Thesis Research

Credits (Master's) 2

BIOCHEM 79903 - Thesis Research

Credits (Master's) 3
offered Fall, Spring, and Summer Open only to students writing a thesis as part of the requirements

CHEM 64900 - Instrumental Analysis

A laboratory-based introduction to electronic instrumentation-based analytical techniques for chemistry and biochemistry, which focuses on theoretical foundations and practical applications. The course discusses instrumental analysis applications in pharmaceutical research and production, materials, food science, forensics, energy, and medical laboratories, as well as basic research in chemistry, physics and biology. The course will be taught in a mixed format including lectures and laboratory projects, student-led discussions, and a final writing/oral presentation project, with a primary emphasis on laboratory experience.

prereq: departmental permission
Hours 8 hrs (2 hour lecture, 6 hour lab)
Credits 5 cr.

CHEM 66800 - Structural Biology

This course introduces to students the applications of molecular spectroscopy and other emerging techniques used to study the structure, the molecular interactions of, and the self-assembly of biomolecules. The course will be taught in a mixed format including lectures, computer laboratory projects, student-led discussions on journal papers, and a final writing/oral presentation project. Not open to students who have taken CHEM 369800

prereq: instructor permission
Hours 3 hrs
Credits 3 cr.

CHEM 67000 - Introduction to Nanotechnology

This course introduces students to the underlying principles and applications of the emerging fields of nanotechnology and nanoscience. Intended for a multidisciplinary audience with a variety of backgrounds, the course introduces tools and principles relevant at the nano scale. The course discusses current and future nanotechnology applications in engineering, materials, physics, chemistry, biology, electronics, and energy. Not open to students who have taken CHEM 36000

prereq: instructor permission
Hours 3 hrs
Credits 3 cr.

Programs and Courses in Biology
Biological Sciences

OVERVIEW

The Department of Biological Sciences has graduate and post-graduate research programs in molecular and cell biology, cancer biology, molecular and developmental genetics, and molecular neuroscience. Students may obtain the MA from Hunter College and/or the PhD jointly from Hunter College and the City University Graduate Center. The doctoral program is designed to prepare students to cope with the radical changes in direction and experimental approaches that will characterize future developments in biology, as well as to train highly qualified research scientists who are fully equipped to teach and to direct research in a wide variety of university and industry programs in the biological sciences.

Faculty of the department are pursuing projects in the forefront of modern research. In addition to the individual research laboratories, a number of shared facilities are housed in the department. They include transmission and scanning electron microscopes, a bioinformatics and sequencing facility equipped with an Illumina MiSeq and Oxford Nanopore Minion sequencers, an Agilent Electrophoresis Bioanalyzer and a Galaxy Web accessible Bioinformatics Platform all supported by a high performance computing cluster, a bioimaging facility, a fluorescence-activated cell sorter and a biopreparation facility. Several facilities are available through the chemistry department, including X-ray diffraction, NMR, mass spectroscopy and biomolecular computation. Shared modern animal facilities are also available.

What can I do with my degree in Biological Sciences?

A degree in the Biological Sciences opens up many career pathways. Biology graduates go on to complete graduate (MS, PhD, or MD/PhD) and professional degrees (MD, DO, DDS, DVM, OD, PharmD, etc), work in the biotech industry, education, in wildlife management, as a government scientist, or in a variety of other rewarding careers. The biotechnology and pharmaceutical industries are among the largest in the U.S. and there is great demand for professionals with biotechnology expertise. Graduates are prepared for careers in research science positions, regulation of drug approval and other biotechnology applications, management positions in the biotechnology industry, and positions at law firms in the biotechnology area.

Programs and Courses

Programs and Courses in Biology

Biochemistry - MA

Adolescent Biology - MA / Advanced Certificate

Administration and Faculty

Chair:

Derrick Brazill
803 North
(212) 772-3144
brazill@genectr.hunter.cuny.edu
Doctoral Program in Biological Sciences

Doctor of Philosophy

Students are encouraged to apply directly to the Doctoral Program in Biological Sciences, which is offered jointly by Hunter College and the CUNY Graduate School and University Center. Doctoral dissertation research is carried out in the Hunter College Department of Biological Sciences. A PhD in Biochemistry is also offered jointly with the CUNY Graduate School and University Center. For further information contact Professor Patricia Rockwell, 932 North Building, (212) 396-6202 or visit the Graduate Center website at http://www.gc.cuny.edu.

Hunter MA students who have been accepted to the joint Hunter College/CUNY Doctoral Program in Biological Sciences will have their required MA Comprehensive Exam as equivalent to a Doctoral First-Level Exam. If a Hunter College applicant is accepted into the Doctoral Program, a passing grade at the doctoral level on the exam will allow acceptance into the Doctoral Program as a Second-Level doctoral student.

Biological Sciences - MA

Program

The degree is offered either as a terminal degree or as the first year toward the PhD within CUNY. Both introductory and advanced graduate courses are available at Hunter College.

Requirements for Admission

In addition to the general Requirements for Admission, the following departmental requirements must be met:

1. One year of organic chemistry with laboratory
2. One year of college physics
3. One semester of calculus and a second semester of either calculus or statistics
4. An undergraduate major in biology, botany, physiology, zoology, chemistry, physics, or other appropriate discipline with a minimum overall GPA of 2.7. A minimum of 18 credits in appropriate undergraduate science and mathematics courses should be presented. Chemistry or physics majors must offer at least one
year of appropriate life science for admission to any of the majors in the MA program in biological sciences including a semester of genetics, molecular biology or biochemistry.

5. TOEFL Test for international students with a non-English speaking background.

Note: Students may submit scores on the General Test of the Graduate Record Examination (GRE) (verbal and quantitative) to improve the likelihood of admission.

Requirements for the Degree

The program of course work, planned with the graduate adviser, is concentrated in one of the following major areas: molecular and cell biology, cancer biology, molecular and developmental genetics, molecular neuroscience, and biotechnology.

Required Courses

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

*prereq: undergraduate genetics and molecular biology (or biochemistry)*

Hours 60 lec,
Credits 4 cr
fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

*prereq: 1 yr of organic chemistry*

Hours 75 hrs,
Credits 5 cr
fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

*prereq: undergraduate organic chemistry or biochemistry*

Hours 60 hrs,
Credits 4 cr
spring only

BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic
regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

Additional Information

Up to 4 credits of tutorial are accepted toward the degree. Only one 600-level course including courses outside Biological Sciences, such as Biochemistry may be credited toward the degree.

Matriculated Students May Fulfill Requirements for the MA

Matriculated Students may fulfill requirements for the MA through either of the following plans:

- **Plan A - Comprehensive Exam Only:** A minimum of 30 credits of course work plus a passing grade in a written Comprehensive Examination in the areas covered by the four required core courses. The Comprehensive Examination is given annually in June. Only fully matriculated students who have completed all four required courses may take the comprehensive examination.

- **Plan B - Comprehensive Exam and Thesis:** A minimum of 24 credits of course work plus a passing grade in a written Comprehensive Examination and a minimum of 6 credits of original research that is summarized in a written thesis. The completed thesis must be approved by the student’s faculty mentor, the MA adviser, and the Office of the Dean of Arts & Sciences at least one month before the expected date of graduation. An oral presentation of the MA thesis is required.”

Courses for Non-matriculated Graduate Students

Students with a baccalaureate degree may register for some graduate courses without matriculation. After being admitted as a non-matriculating graduate student, students may take BIOL 70005 - Genetics (fall only) or BIOL 71401 - Cell Biology (spring only) without prior departmental permission. For all other courses, non-matriculating students must get permission directly from the course instructor. Specific graduate courses being offered each semester are listed at http://registrar.hunter.cuny.edu/subpages/searchclass.shtml. There is no dedicated adviser for non-matriculating students who want to take graduate Biology courses. Non-matriculating students should see any Biology faculty member during regular office hours for advising. Please contact the department secretary at 212-772-5293 to find out faculty office hours.

Biological Sciences MA with Specialization in Biotechnology

Admission Requirements

1. GPA 3.0
2. GRE (general part) to be taken before registering for 700-level courses
3. Baccalaureate degree in biology or related fields

Degree Requirements

30 credits plus a passing grade on a comprehensive examination or a thesis
• BIOL 62000 Internship

Core Courses for the MA (21-28 credits)

BIOL 61000 - Workshop in Biotechnology

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

*prereq: BIOL 71000 or permission of instructor
*Hours 30 hrs/wk for 4 wks,
*Credits 4 cr

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 are eligible for a 3-month internship as an opportunity to acquire research experience and additional skills in industrial/private laboratory settings. A paper on the internship is required.

*prereq: BIOL 61000
*Credits 3 months, 4 cr

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

*prereq: undergraduate genetics and molecular biology (or biochemistry)
*Hours 60 lec,
*Credits 4 cr
*fall only

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

*coreq: BIOL 71013 or comparable course in biochemistry
*Hours 105 hrs lab and conf,
*Credits 4 cr
*Fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

*prereq: undergraduate organic chemistry or biochemistry
*Hours 60 hrs,
BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

*prereq or coreq: BIOL 71013 and BIOL 71401*
*Hours 60 lec, Credits 4 cr*
*Spring only*

Electives (5 -13 credits)

Additional Information

For additional elective courses, consult department adviser.

**Biological Sciences with Specialization in Biotechnology - BA/MA**

In this five-year program, qualified undergraduate Hunter College biology majors begin graduate work as seniors and receive the MA one year after completing BA requirements. Students are provided with theoretical knowledge and skills in molecular biology, and a foundation for application of these skills in careers in the biotechnology/pharmaceutical industry, academic research, or public health. Successful completion of the biotechnology workshop, an essential program component, entitles students to a summer internship in an industrial or private research laboratory.

Biological Sciences: Basic concentration - BA

Biology with Specialization in Biotechnology - MA

**BIOL 71013 - Molecular Biology Lecture**

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

*prereq: 1 yr of organic chemistry*
*Hours 75 hrs, Credits 5 cr*
*Fall only*

**BIOL 71014 - Molecular Biology Laboratory**

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.
BIOL 71013 or comparable course in biochemistry  
Hours 105 hrs lab and conf,  
Credits 4 cr  
Fall only

**BIOL 71401 - Cell Biology**

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

**prereq:** undergraduate organic chemistry or biochemistry  
**Hours** 60 hrs,  
**Credits** 4 cr  
**spring only**

**BIOL 77008 - Laboratory in Cell Structure -- Biological Electron Microscopy**

The students will learn basic concepts of transmission electron microscope, principles of biological sample preparation for transmission electron microscopy, various electron microscopy applications, to be familiar with the morphology of different organelles inside the mammalian cell, and understand the functions of each organelle.

**prereq:** Permission of instructor  
**Hours** 7 hrs (1 lecture + 6 lab)  
**Credits** 4 cr.

**BIOL 79049 - Computational Molecular Biology**

An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure predication, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories and hands-on exercises.

This course is designed for upper-level undergraduates and graduate students. Prior experiences in the UNIX Operating System and at least one programming language are required.

**prereq:** CSCL132 (Practical Unix and Perl Programming) and BIOL 300 (Biochemistry), or permission by the instructor  
**spring only**

**BIOL 70005 - Genetics**

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.
prereq: undergraduate genetics and molecular biology (or biochemistry)

**BIOL 75003 - Developmental Biology**

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401

**BIOL 79070 - Neuroscience II**

Given at CUNY Graduate Center. Introduction to sensory and motor systems and to neural behavioral development.

spring only

**BIOL 79051 - Neuroscience I**

Given at CUNY Graduate Center. Comprehensive introduction to neuroscience with regard to structure and function at the cellular level.

fall only Students must register for Neuroscience I at City College of CUNY.

**BIOL 61000 - Workshop in Biotechnology**

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

prereq: BIOL 71000 or permission of instructor

**BIOL 62000 - Internship**

Students who successfully complete BIOL 61000 are eligible for a 3-month internship as an opportunity to acquire research experience and additional skills in industrial/private laboratory settings. A paper on the internship is required.

prereq: BIOL 61000

**BIOL 79073 - Seminar Topics in Biotechnology**

Seminar course entitled "From the Bench to the Clinic," which includes the molecular basis for diseases such as specific cancers and neurodegenerative disorders and current trends in their treatment.
**BIOL 79051 - Seminar**

Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.

*prereq: BIOL 70005 and BIOL 71013
Fall and Spring*

**BIOL 79099 - Seminar**

Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.

*prereq: BIOL 70005 and BIOL 71014*

**BIOL 79202 - Tutorial**

*prereq: permission of graduate adviser
Hours 30 or 60 hrs,
Credits 2 or 4 cr*

**BIOL 79204 - Tutorial**

*prereq: permission of graduate adviser
Hours 30 or 60 hrs,
Credits 2 or 4 cr*

**BIOL 77100 - Special Topics in Experimental Biology**

This course was designed to further the understanding of a broad range of topics in biology. This is an interactive lecture course where students are initially taught the tools of experimental biology. Students are then taught how to use those tools to study any subject matter (e.g., cancer, neurobiology, molecular biology). Students are then taught how to use those tools. Students are required to design experiments during discussion periods and critically assess the negative and positive outcomes of an experimental design. Master's-degree students seeking to pursue further graduate studies will greatly benefit and are highly encouraged to enroll. This course will also be complementary to pre-candidacy doctoral students that wish to design experiments towards their doctoral theses. In this regard, our course will help students pass of the level I exam given to students at the end of a BA/MA or MA degree.

*prereq: Department permission
Hours 3 hrs
Credits 3 cr.
Accepted for credit towards a Master's in Biology.*

**BIOL 79910 - Thesis Research-MA**
BIOL 79920 - Thesis Research-MA

prereq: permission of graduate adviser
Hours 15, 30, or 45 hrs,
Credits 1, 2, or 3 cr, respectively

BIOL 79930 - Thesis Research-MA

prereq: permission of graduate adviser
Hours 15, 30, or 45 hrs,
Credits 1, 2, or 3 cr, respectively

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser
Hours each 15 to 150 hrs,
Credits 1 to 10 cr
(Course listed in the schedule of classes at the CUNY Graduate Center)

BIOL 790xx - Special Topics Courses

Seminar in Immunology, Cancer Research, Signal Transduction, Bioinformatics, Neurobiology, etc.
Credits 3

BIOL 60000 - Molecular Biology for Science Teachers

Molecular aspects of cellular function; properties of biomolecules, their biosynthesis and breakdown; structure and function of proteins and enzymes, metabolites, membranes, and nucleic acids; cellular mechanisms of energy transduction; integration and control of cell metabolism.

prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.
Fall only

BIOL 60210 - Molecular Genetics for Science Teachers

A comparison of viral, procaryotic, and eucaryotic systems; review of classical Mendelian principles and mechanisms; bacterial DNA replication, transcription, and their control; mechanisms of gene mutation, repair, recombination, and transposition; applications of recombinant DNA technology; organization of nucleic acid into chromosomes; control of gene expression in procaryotes, in the eucaryotic cell cycle, and in cell development.
BIOL 60400 - Biology Education 1

This course is designed to provide instructors of high school biology with graduate-level biological content knowledge and a sound pedagogical approach to teaching. The goal of this course is to train secondary science educators to understand basic principles in the life sciences and prepare them to teach the Living Environment for middle-school and high-school students. This course curriculum focuses on basic cellular and molecular concepts in biology.

prereq or coreq: BA degree in Biology/Biology Education, or permission of instructor
Hours 3 hrs
Credits 3 cr.

BIOL 60500 - Biology Education 2

This course is designed to dive deep into selected topics in ecology and evolution in a pedagogical content knowledge framework. Using a blend of online and in-person activities, the course guides participants through a series of content area exercises that can be translated to the middle-school or high-school classroom. The vision for the class is to provide in-depth instruction on ecology and evolution while developing best practices for instruction.

prereq or coreq: BA degree in Biology/Biology Education, or permission of instructor
Hours 3 hrs
Credits 3 cr.

BIOL 61055 - Laboratory Workshop in Biology Education

A series of laboratory-intensive experimental projects, each lasting one week or more, which introduce current research techniques and include individual participation in planning, preparation, and analysis of experiments. The focus is on broad biotechnology topics such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics, and how these topics may be applied to the high school science classroom.

prereq: a graduate course in biology or permission of instructor
Hours 120 hrs.
Credits 3 cr.

BIOL 63000 - Science and Society

A study of the interactions between technological and societal changes, with an emphasis on eliciting within the classroom productive oral and written critiques and debates concerning potentially controversial technological change. Focusing on present-day issues, students will learn various models for analyzing the impact scientific change has on society and how social change directs science.

prereq: BIOL 61055 or permission of instructor

BIOL 64000 - Biodiversity and Evolution

This course is designed to prepare secondary science educators to examine essential questions in the life sciences and prepare them to teach the Living Environment regents course for ninth grade high school students and eighth grade
middle school students, through the use of resources at the American Museum of Natural History.

**prereq:** BA degree in Biology/Biology Education, or permission of instructor
**Hours** 2 hrs
**Credits** 2 cr.
**Offered summer at the American Museum of Natural History**

**BIOL 66000 - Challenging Concepts in the Biological Sciences**

Overview of research and theory related to misconceptions in biology. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.

**prereq:** BIOL 61055, BIOL 63000, and one elective course or permission of instructor
**Hours** 4 hrs,
**Credits** 4 cr

**BIOL 65000 - Cell and Tissue Culture**

**BIOL 72202 - Endocrinology**

**BIOL 77006 - Laboratory in Cell Structure**

Applications of light and confocal microscopy, using fluorescence and multidimensional imaging to study cell structures. Lab projects involve immunofluorescence: fixation methods and immunocytochemistry. Illumination methods including multi-channel 3D rendering, image processing and visualization software.

**Hours** 7 (2 lecture, 5 lab)
**Credits** 4.5

**BIOL 77101 - Analysis of Mammalian Cells in Tissue Culture**

**Programs and Courses in Chemistry**

**Chemistry**

**OVERVIEW**

The Department of Chemistry offers a range of graduate educational opportunities with strengths in both the fundamental areas of the discipline and in emerging fields and applications. Students may obtain the PhD degree from Hunter College jointly with the City University of New York (CUNY) Graduate Center with concentrations in: Analytical Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry, Biophysical Chemistry, Biochemistry, Nano-technology and Materials Chemistry, and Environmental Chemistry. Additionally, students may also obtain the MA degree in Biochemistry jointly offered by the Department of Chemistry and the Department of Biology from Hunter College, or an MA in education jointly offered by the Department of Chemistry and the School of Education of Hunter College. Graduate level courses are offered at Hunter College and in the CUNY Graduate Center. Master's programs can be completed as a full- or part-time student, with or without a research thesis. Most graduate courses for Master programs are offered in the evening to facilitate enrollment of part-time students.
A major goal of our graduate programs is to train research scientists to create new knowledge that impacts both fundamental scientific principles and addresses societal needs. The continuing success and future development of most areas in academic, industrial, and government institutions will increasingly depend on a well-trained science workforce for innovation, planning, and policy. The vibrant and well-funded research labs of our faculty in the Department of Chemistry at Hunter College provide the essential part of research training of the graduate programs. Students in Ph.D. program are expected to start their independent research at the end of the first year of study, and to complete their thesis on an original research subject under the supervision of our faculty. Students can also opt to pursue an independent pedagogical research project as part of their thesis research. The research activities are further supported by an array of shared facilities and the state-of-art instruments including the NMR facility, the X-ray crystallography and electron microscope facility and the Mass-spectrometry facility. Other facilities and instruments are available in the Department of Biosciences and in the NIH funded Hunter Gene center.

What can I do with my degree in Chemistry?

The department provides training for students planning careers in the chemical sciences, biology, medicine, earth sciences, secondary education, business, and law across the chemical enterprise in academia, industry, government, and private practice.

Programs and Courses

Biochemistry - MA
Adolescent Chemistry - MA / Advanced Certificate
Doctoral Program in Biochemistry
Doctoral Program in Chemistry

Courses in Chemistry

Doctor of Philosophy

Students are encouraged to apply directly to the PhD program, which is offered in conjunction with the CUNY Graduate School and University Center. PhD dissertation research is carried out in the Hunter College Department of Chemistry. A PhD in biochemistry is also offered in conjunction with the CUNY Graduate School and University Center. For further information contact Professor Akira Kawamura, 1312 North Building, (212) 650-3095 or visit the website at http://www.gc.cuny.edu

Administration and Faculty

Chair:

Akira Kawamura
1312 North
chairche@hunter.cuny.edu

Department Office:

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM
1307 North
(212) 772-5330  
Website: http://www.hunter.cuny.edu/chemistry

**Assistant to the chair:**  
Ms. Mirela Settenhofer  
(msettenh@hunter.cuny.edu)

**Administrative coordinator:**  
Ms. Shontel Houston  
(shousto@hunter.cuny.edu)

# Program Advisers

Chemistry Advisers

# Faculty

Chemistry Faculty

**HEGIS** code 1905

## CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

*prereq: 1 yr of undergraduate organic chemistry  
Hours 3 hrs.  
Credits 3 cr.*

*Fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.*

## CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

*prereq: CHEM 64000  
Hours 3 hrs.  
Credits 3 cr.*

*Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020*

## CHEM U79000 - Basic Laboratory Techniques for Research in Biochemistry

Lecture and laboratory work dealing with the theories and applications of modern approaches to the solution of chemical problems.

*Credits 4 cr*

## CHEM U79500 - First Level Doctoral Laboratory Research
Hours to be arranged, credits variable.

**CHEM U81010 - Research for the Doctoral Dissertation**

*Credits credits variable, one or more credits per semester*
*Offered at The Graduate Center*

**CHEM U81040 - Research for the Doctoral Dissertation**

*Credits credits variable, one or more credits per semester*
*Offered at The Graduate Center*

**CHEM 64000 - Biochemistry 1**


*Credits lec., 3 cr*

**CHEM 64100 - Biochemistry 2**

Metabolism, biomedical genetics, immuno-biochemistry, hormones, muscle biochemistry.

*prereq: CHEM 64000*
*Credits lec., 3 cr*

**CHEM 64300A - Seminar**

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

*Credits 1 cr*

**CHEM 64300B - Seminar**

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

*Credits 1 cr*

**CHEM 64900 - Instrumental Analysis**

CHEM 64900 is a laboratory-based introduction to electronic instrumentation-based analytical techniques for chemistry and biochemistry, which focuses on theoretical foundations and practical applications. The course discusses instrumental analysis applications in pharmaceutical research and production, materials, food science, forensics, energy, and medical laboratories, as well as basic research in chemistry, physics and biology. The course will be taught in a mixed format including lectures and laboratory projects, student-led discussions, and a final writing/oral presentation project, with a primary emphasis on laboratory experience.
CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.

CHEM 66800 - Structural Biology

This course introduces students to the applications of molecular spectroscopy and other emerging techniques used to study the structure, the molecular interactions of, and the self-assembly of biomolecules. The course will be taught in a mixed format including lectures, computer laboratory projects, student-led discussions on journal papers, and a final writing/oral presentation project. Not open to students who have taken CHEM 369800

CHEM 67000 - Introduction to Nanotechnology

This course introduces students to the underlying principles and applications of the emerging fields of nanotechnology and nanoscience. Intended for a multidisciplinary audience with a variety of backgrounds, the course introduces tools and principles relevant at the nano scale. The course discusses current and future nanotechnology applications in engineering, materials, physics, chemistry, biology, electronics, and energy. Not open to students who have taken CHEM 36000

prereq: Instructor Permission
Introduction to Radiochemistry is a lecture course with a laboratory component. The course will provide an introduction to the fundamental principles of radiochemistry, radioactive counting instrumentation, radioisotope production and applications of radiochemistry.

prereq: Departmental permission

CHEM 69803 - Chemical Genomics

The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course, students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then, they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

CHEM 71000 - Advanced Inorganic Chemistry

The theoretical and experimental fundamentals of atomic and molecular structure. Emphasis is on physical interpretation.

prereq: an advanced undergraduate inorganic chemistry course or CHEM 76000

CHEM 75000 - Advanced Organic Chemistry I

Fundamentals of organic chemical principles, reactions and structures.

CHEM 75100 - Advanced Organic Chemistry II

A continuation of CHEM 75000
CHEM 75200 - Quantum Organic Chemistry

The application of modern theoretical techniques to organic chemical problems

*prereq: CHEM 75000 and CHEM 76000
*Hours 45 hrs,
*Credits 3 cr

CHEM 76000 - Introductory Quantum Chemistry

Systematic development of the theories of chemistry including mathematical development and structural effects and the application of these theories to chemical systems.

*Hours 45 hrs,
*Credits 3 cr

CHEM 76100 - Spectroscopy

A continuation of CHEM 76000

*Hours 45 hrs,
*Credits 3 cr

CHEM 77000 - Chemical Thermodynamics

The development of the thermodynamic foundations of chemical processes: both the classical and statistical-mechanical approaches will be used.

*Hours 45 hrs,
*Credits 3 cr

CHEM 79900 - Thesis Research

Individual research under supervision. Limited to students matriculated for the MA in chemistry.

*Credits 3 cr
*permission of department required

Programs and Courses in Economics and Accounting

Economics/Accounting

OVERVIEW

The Department has two master's degree programs, one in Economics and the other in Accounting. Graduate Students are actively engaged in the research and teaching missions of the department. Both programs equip students with analytic tools that can be directly applied to business and public policy. The PhD program in economics is based at the
City University Graduate Center. Under special circumstances, advanced students in the MA program may take up to 12 credits and transfer them to Hunter towards their MA.

Because our programs integrate theory, quantitative methods, and practical applications, Hunter MA and MS graduates regularly move into interesting, well-paid positions in business, government, and international organizations. They are also prepared to enter PhD programs at top-ranking universities. In addition, Accounting graduates are qualified to take the CPA examination in New York State.

Programs and Courses

Programs and Courses in Economics and Accounting

Economics - Doctor of Philosophy

Economics PhD program

Administration and Faculty

Chair:
Devra Golbe
1530 West
212-772-5408
ecochair@hunter.cuny.edu

Department Office:
1524 West
(212) 772-5400
Website: http://econ.hunter.cuny.edu

Accounting Graduate Adviser:
Toshiaki Mitsudome
1520 West
(212) 772-5430
msacct@hunter.cuny.edu

Faculty

Economics/Accounting Faculty

HEGIS Codes: 2204 (Economics), 0502 (Accounting)

Economics - BA/MA
The Department of Economics makes it possible for students to earn both a BA and an MA degree in economics within the credits required for a BA at Hunter. BA/MA students must complete the requirements for both the BA and MA degree. Students who wish to declare the BA/MA major must have a 3.0 average in Economics and in the cumulative index, with a minimum grade of B in ECO 300, and ECO 321, and a C in Math 150, or their equivalents. Continuing in the program is contingent upon maintaining a 3.0 GPA in Economics and the cumulative index and receiving a minimum grade of B in ECO 301 and an average grade of B in Math 150 and Math 160.

- Economics - BA
- Economics - MA

**Economics - MA**

Hunter’s master’s program in economics equips students with analytic tools that can be directly applied to business and public policy. The program integrates economic theory, quantitative methods and practical applications, and emphasizes elective courses in international trade and finance, economic development, financial economics, industrial organization, corporate governance, labor economics and public finance. Hunter MAs regularly move into interesting, well-paid positions in business, government, and international organizations. They are equally prepared to enter PhD programs at top-ranking universities.

Under the direction of professors who combine distinguished academic credentials with wide experience in economic research and applications, students studying for an MA at Hunter may participate in such major ongoing projects as: taxation, government spending, and economic growth; earnings of immigrants and minority groups; saving and investment in rural economies; taxation and the regional economy; social security and public welfare; tax competition; health outcomes; corporate investment and financial decisions; regulatory policy; corporate control; location choices of immigrants.

The program is offered in the evening to accommodate students who hold full- and part-time jobs.

**Requirements for Admission**

Applicants to the MA program in economics must provide their scores on either the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). Hunter College undergraduates with a GPA of 3.5 or higher are exempt from the GRE/GMAT requirement. In addition to the other Requirements for Admission to Hunter, the following departmental requirements must be met: at least 18 credits of undergraduate courses in economics, at least 9 credits of undergraduate courses in mathematics, and two letters of recommendation from college teachers, including one from a member of an economics department. The credits in economics must include at least six in principles of economics, and at least three in each of the following courses: economic statistics, introductory econometrics, intermediate microeconomics, and intermediate macroeconomics. The credits in mathematics must include two semesters of calculus and one of matrix algebra. Intermediate microeconomics, intermediate macroeconomics, introductory econometrics, calculus I and II, and matrix algebra are prerequisites for required courses in the MA program.

Students who have not completed these courses at the time of admission will be required to complete the needed course(s) during their first semester at Hunter. (Completion of such courses cannot be counted towards the MA.)

**Requirements for the Degree**

Of the 30 credits required for the degree, at least 24 must be devoted to courses in economics. The remaining 6 may be taken in related fields with permission of the department. All candidates are required to complete the following.

**ECO 70100 - Microeconomic Theory**
Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

_prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
_prereq or coreq: MATH 15500

**ECO 70300 - Macroeconomic Theory**

Determinants of national income, output, employment and price levels, including microeconomic foundations of aggregate consumption, saving, and investment; theories of the business cycle and long-term growth; effects of public policies on employment, inflation and economic growth.

_prereq: ECO 30100 with a grade of B; MATH 15000 and MATH 16000 with average grade of B
_prereq or coreq: MATH 15500

**ECO 72100 - Linear Econometric Analysis**

Econometric analysis of linear statistical models. Topics include: ordinary least squares-estimation, inference, testing and specification testing; instrumental variables and simultaneous equations models; panel data regression; time series and forecasting

_prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B
_prereq or coreq: MATH 15500

**ECO 72200 - Non-Linear Econometric Analysis**

Econometric analysis of nonlinear statistical models. Maximum likelihood estimation; models for binary outcomes; models for ordered and unordered multinomial outcomes; models for self-selection; count data models.

_prereq: ECO 72100
_prereq or coreq: MATH 16000

The degree can be earned in two ways:

1. Completion of 27 credits of course work and 3 credits of Thesis Research. Students must submit a satisfactory master’s thesis written under the supervision of a member of the economics faculty.

2. Completion of 30 credits of course work. Students must prepare a supervised extended research paper in two of their courses and earn at least a B+ on each paper.

**Accounting - MS**

**Program**

The MS in Accounting program at Hunter College is designed for students who have satisfied the academic requirements for an undergraduate degree in accounting. It will provide intensive training in accounting research, information systems, ethics, and advanced coverage of the core topics in accounting. Students completing the program will be well equipped for a successful career in accounting. Hunter’s MS in Accounting has been approved by the New York State Department of Education as a CPA licensure-qualifying program for students who have earned a BS in Accounting at Hunter College or an equivalent undergraduate program. New York State requires all CPA candidates to
have completed 150-credit hours in order to sit for the Uniform CPA Examinations. The graduates of the MS program will be able to fulfill this requirement. The MS program is a 30-credit program consisting of six required courses, two accounting electives, and two non-accounting electives. It can be pursued on a full-time or part-time basis. The program curriculum and admission requirements are outlined below. The accounting faculty within the Economics Department at Hunter College has established a record of teaching excellence, and has produced research of the highest quality within the field of accounting.

Requirements for Admission

A BS degree in Accounting from Hunter College or the equivalent from another regionally accredited college or university with:

- An overall GPA of 2.75 and a GPA of 3.0 in accounting courses
- Two letters of recommendation
- A GMAT score (Hunter College undergraduates who apply during their senior year are exempt from this).
- A TOEFL score (if an applicant has received all or part of the undergraduate education in a country where English is not the native language).

Students applying with undergraduate degrees other than a BS in Accounting from Hunter may be accepted under the above standards but will need to meet the academic requirements of Hunter's BS in Accounting in addition to the requirements for the MS degree. (The undergraduate requirements include an accounting core comprised of ACC 27100 and 27200, Principles of Accounting I and II; ACC 37100 and 37200, Intermediate Accounting I and II; ACC 47100 and 47200, Advanced Accounting I and II; ACC 28000 and 38000, Business Law I and II; ACC 37400, Cost Accounting; ACC 37300 and 47300, Federal Income and Business Taxation; and ACC 47500, Auditing. For a complete description of the undergraduate requirements, see the Hunter College Undergraduate Catalog).

Requirements for the Degree

The MS in Accounting program requires a student to earn 30 credits: 18 credits from a required core of six courses, 6 credits in accounting electives, and 6 credits in non-accounting electives, as outlined below. Additionally, a capstone research project will be undertaken as part of the required coursework.

Required courses

The following 3-credit courses are required of all students in the program:

**ACC 77000 - Business Ethics, Communications, and Professional Accounting Research**

Methods and techniques of professional accounting research, ethical issues in accountancy and business, and business communications.

*Hours 3  
Credits 3*

**ACC 77100 - Advanced Financial Accounting Theory**

Coverage will include contemporary financial reporting issues as they relate to FASB's conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.
ACC 77200 - Accounting Information Systems

An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.

ACC 66000 - Managerial Economics for Accountants

The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

_prereq: ECO 32100* and either ECO 30000 or ECO 60000. The graduate adviser may waive the ECO 30000/60000 requirement in appropriate circumstances
_Hours 3
_Credits 3
* If these courses have not been taken at the time of admission, they may be taken while in the MS program but will not count towards the 30 credits needed to complete the degree.

ACC 78000 - Academic Accounting Research Methodology and Project

Methods and techniques for academic accounting research. A capstone research project will be completed.

_Hours 3
_Credits 3

ACC 77500 - Advanced Auditing

Applies principles covered in undergraduate auditing. Topics include auditing of EDP systems; computer-assisted auditing techniques; and a review of special reports, reports on internal control, accounting and review services; and governmental auditing standards.

Note(s)

*The following may be substituted for ECO 66000 with permission of the program adviser.

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

_prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
_prereq or coreq: MATH 15500

Electives

An additional twelve (12) credit hours, selected from among the following 3-credit courses, are also required. Students are required to take two courses from the accounting electives and two from liberal arts (non-accounting electives).
Accounting Electives

**ACC 77300 - Advanced Federal Income Taxation**

Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.

**ACC 77400 - Advanced Managerial Accounting**

Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.

**ACC 77600 - Governmental Accounting**

Accounting, reporting, and auditing issues unique to governmental and nonprofit entities, as well as multinational business entities. Special issues related to audits under GAS and for US companies operating internationally will be covered.

**ACC 77700 - State and Local Taxation**

State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.

**Other (Non-Accounting) Electives**

Any other 600- or 700-level course offered by the Hunter College Economics Department may be taken as a non-accounting elective. Graduate level courses within the Department of Urban Affairs and Planning and the graduate program in Social Research may also be taken as electives.

**ACC 66000 - Managerial Economics for Accountants**

The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

*prereq: ECO 32100* and either ECO 30000 or ECO 60000. The graduate adviser may waive the ECO 30000/60000 requirement in appropriate circumstances

Hours 3

Credits 3

* If these courses have not been taken at the time of admission, they may be taken while in the MS program but will not count towards the 30 credits needed to complete the degree.

**ACC 77000 - Business Ethics, Communications, and Professional Accounting Research**

Methods and techniques of professional accounting research, ethical issues in accountancy and business, and business communications.
ACC 77100 - Advanced Financial Accounting Theory

Coverage will include contemporary financial reporting issues as they relate to FASB's conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.

ACC 77200 - Accounting Information Systems

An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.

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Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.

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State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.

ACC 78000 - Academic Accounting Research Methodology and Project

Methods and techniques for academic accounting research. A capstone research project will be completed.

Hours 3
Credits 3
ECO 727 - Data Analytics and Research Methods

A course in data analytics and empirical research methods including the writing of empirical research in economics. It is designed to teach modern computer-based data analytics skills and to develop skills in communicating economic research in writing. The course is project-based, with grades based on written submissions supporting a larger project.

prereq: ECO 70000, ECO 70100 and ECO 72100
Hours 3 hrs
Credits 3 cr.

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 70300 - Macroeconomic Theory

Determinants of national income, output, employment and price levels, including microeconomic foundations of aggregate consumption, saving, and investment; theories of the business cycle and long-term growth; effects of public policies on employment, inflation and economic growth.

prereq: ECO 30100 with a grade of B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 71000 - Monetary Theory and Policy

Factors determining demand for and supply of money; theories of rate of interest; issues of monetary policy.

prereq: ECO 21000
prereq or coreq: ECO 70300 and ECO 72100

ECO 71100 - Banking and Financial Markets

Factors determining banking and financial structure in US. Issues involving financial crises and bank failure, allocation of financial resources, regulation and competition.

prereq: ECO 21000
prereq or coreq: ECO 70300 and ECO 72100

ECO 71500 - Public Finance

Principles of taxation and government spending; efficiency and equity trade offs; decentralized public finance and fiscal federalism.

prereq or coreq: ECO 70100 and ECO 72100

ECO 72100 - Linear Econometric Analysis
Econometric analysis of linear statistical models. Topics include: ordinary least squares-estimation, inference, testing and specification testing; instrumental variables and simultaneous equations models; panel data regression; time series and forecasting

*prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B
*prereq or coreq: MATH 15500

**ECO 72200 - Non-Linear Econometric Analysis**

Econometric analysis of nonlinear statistical models. Maximum likelihood estimation; models for binary outcomes; models for ordered and unordered multinomial outcomes; models for self-selection; count data models.

*prereq: ECO 72100
*prereq or coreq: MATH 16000

**ECO 72300 - Time Series and Forecasting**

Econometrics of time-series data; application of autoregressive and moving average (ARIMA) models to economic data.

*prereq: ECO 72200

**ECO 72400 - Microeconometrics**

Introduction to advanced econometric techniques commonly used in applied microeconomic research. The topics covered will be panel data, instrumental variables estimation, limited dependent variables, truncated, censored and selected samples, and duration models.

*prereq: ECO 72200

**ECO 72600 - Policy and Program Evaluation**

Econometric techniques for evaluating programs. Topics include randomized experiments, propensity score matching, instrumental variables, difference-in-difference estimates, regression discontinuity models and the ethics of human subject research. Most of the assignments will be problems sets involving analysis of data using a statistical package and written up in the form of research reports. Estimates 5 reports of 5 pages each. One term paper of 15 pages.

*prereq: ECO 72200 or STAT 70700

*Hours 3
*Credits 3

**ECO 72700 - Data Analytics and Research Methods**

Data Analytics and Research Methods is a course in data analytics and empirical research methods including the writing of empirical research in economics. It is designed to teach modern computer-based data analytics skills and to develop skills in communicating economic research in writing. The course is project-based, with grades based on written submissions supporting a larger project.
ECO 72900 - Behavioral Economics

This is a Masters level course in behavioral economics (also known as: economics and psychology). You will be introduced to several topics in this new and exciting field. The main objective of behavioral economics is to modify existing models of economic decision-making using results from experiments in economics and psychology. We will continue to use the methodology of economics, but we will 'tweak' the models to make them more realistic. We will then use these models to try and predict behavior in various settings, from standard economic ones (like consumption-saving decisions) to non-economic ones (like deciding when to go to the gym). Some examples of topics to be studied: procrastination, altruism, gambling, and self-control.

prereq: ECO 70100 (MA Microeconomic Theory) or equivalent
Hours 3 hrs.
Credits 3 cr.

ECO 73000 - Economic Development

Theories of economic development and economic issues of developing countries. Possible topics include the analysis of poverty, inequality, rural financial markets, labor and land markets, trade and environmental policies.

prereq or coreq: ECO 70100 or ECO 70300, and ECO 72100

ECO 73200 - Economic Growth

Investigation of the issue of why some countries become rich while other do not. Study of the factors that contribute to and retard economic growth.

prereq or coreq: ECO 70100 and ECO 70300

ECO 73500 - Urban Economics

Economic analysis of form and functioning of big cities. Analyses of location of economic activity within metropolitan areas and market for land; analyses of major urban policy issues, including housing, transportation, urban poverty, urban public finance.

prereq or coreq: ECO 70100 and ECO 72100

ECO 74000 - International Trade: Theory and Policy

International trade theory and analysis of current economic problems; terms of trade; balance of payments; trade regulations and policies, international financial institutions, foreign aid, regional integration.

prereq or coreq: ECO 70100 and ECO 72100 recommended prereq or coreq: ECO 70300

ECO 74100 - International Finance
Examination of the international financial system, models of exchange rate determination, open economy macroeconomics, and international financial markets.

*prereq or coreq: ECO 70100 and ECO 72100*

**ECO 74500 - Labor Economics**

Economic theory and research on differences in employment and compensation; effects of demographic characteristics, human capital, labor unions, and income maintenance policies.

*prereq or coreq: ECO 70100 and ECO 72100*

**ECO 74800 - Health Economics**

Economic analysis of the health care industry to explain the demand for and supply of medical care. Includes analysis of behavior of consumers, producers, and insurers; and public policies to regulate the industry and to provide services for the poor and elderly.

*prereq or coreq: ECO 70100 and ECO 72100*

**ECO 75500 - Industrial Organization**

Product market decisions by firms in monopoly and oligopoly; the boundaries of the firm and vertical integration; applications to antitrust and regulatory policy.

*prereq or coreq: ECO 70100 and ECO 72100*

**ECO 75600 - Law and Economics**

A study of economic foundations of law. Topics include the role of property rights and liability rules in the control of externalities, controlling the cost of accidents, the control of criminal behavior, product failure and damage, medical malpractice. Consideration of the economic logic underlying the law.

*prereq or coreq: ECO 70100 and ECO 72100*

**ECO 76000 - Financial Economics**

Examination of the models of finance: optimization over time, asset valuation and risk management. Applications to models of asset pricing, including stocks, bonds and options; portfolio selection; and problems in corporate finance including investment analysis and capital structure.

*prereq or coreq: ECO 70100 and ECO 72100*

**ECO 76100 - Advanced Concepts in Financial Markets**

Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes, and potential problems that can arise in the application of financial derivatives.

*prereq: ECO 76000*
ECO 76200 - Corporate Governance

Economic analysis of how institutional arrangements distribute power, authority, and control across different stakeholders of the firm; contractual agreements as a means to render such institutional arrangements unnecessary.

prereq or coreq: ECO 70100 and ECO 72100

ECO 76500 - Games and Information

Game theory offers a framework for analyzing social interactions and emergent behavior in a very wide variety of human contexts. The purpose of this course is to offer a critical introduction to game theory and its applications. Economic applications include the analysis of conflict and the emergence of trust and cooperation out of anarchy, the analysis of firms' strategic behavior in concentrated markets, or of herd behavior and panics in financial markets. Asymmetric information economics and mechanism design extend game theory by exploring how the design of the rules of a game, or the initial distribution of information might affect equilibrium behavior outcomes, and therefore how one might choose to set up the rules of the game to govern their interactions.

prereq or coreq: ECO 70100

ECO 78500 - Internship

Internships with organizations engaged in economic research. Students write a research paper under direction of said organization and concomitant supervision of instructor. Open to MA students who have completed at least 15 cr of graduate work; may be taken only once.

Open to MA students who have completed at least 15 cr of graduate work; may be taken only once.

ECO 79000 - Independent Study

Intensive study of special field of economics under supervision of member of graduate faculty.

prereq: permission of instructor and graduate adviser

ECO 79100 - Independent Study

Intensive study of special field of economics under supervision of member of graduate faculty.

prereq: perm instr and graduate adviser
Credits 1 cr
May be taken only once.

May be repeated for credit by perm chair or graduate adviser

ECO 79700 - Practicum in Empirical Analysis
Practicum in Empirical Analysis is a course in conducting and writing empirical research in economics, culminating in the production of a research project satisfying the graduation requirements for the MA in Economics. The course is designed to build on skills acquired in the prerequisite graduate courses in the program, with students independently preparing a research paper from a set of pre-selected topics and data.

*prereq: ECO 70000, ECO 70100, ECO 70300, ECO 72100, ECO 72200, and ECO 72700
Hours 3 hrs.
Credits 3 cr.*

**ECO 79800 - Thesis Research**

Preparation of acceptable MA thesis under faculty supervision.

*credit not granted until thesis is accepted*

**ECO 75100 - Economic Development of Latin America**

This course may be offered depending on student and faculty interest

### Programs and Courses in Education

#### School of Education

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- Faculty for the School of Education

**Admission**

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- How to Apply + Online Application
- Application Deadlines (Fall and Spring Admission)
- Standardized Tests
- Readmission

**Programs in School of Education by Program Type**

- Programs in School of Education

**Full Program and Course Lists**
• Course List: School of Education
• Full Program List: School of Education

**Academic Affairs and Policies**

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• School of Education Fall 2020 Credit/No-Credit Grading Policy
• Changing Programs
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• Permit Credit
• New York State Certification

**Clinical Experiences**

• The Office of Clinical Experiences

**School of Education Career Services**

• Career Services Support

**Partnerships Programs**

• The Office of Partnership Programs
• Collaborative Leadership Advancing School Success
• East Harlem Teaching Residency
• New Visions-Hunter College Charter Residency Program
• Lincoln Center Scholars Program
• New York City Teaching Fellows
• Subsidized Bilingual Extension Program
• Teach for America
• NYC Teaching Collaborative

**Research and Training Centers in Teacher Education**

• Research and Training Centers: Introduction
• Autism Research Policy and Practice (HARPP) Center
• Center for Gifted Studies and Education
• The Learning Lab
• Literacy Space
• Math Center
Dear Student,

In this letter, I provide information on the requirements for the leadership program at Frankfort Center for Learning and Scholarly Technologies. The program consists of several required courses that are designed to enhance your skills in leadership and supervision.

**School of Education's Department Information**

- Department of Curriculum and Teaching
- Department of Educational Foundations
- Department of Special Education

**ADSUP 70400 - Leadership to Enhance Human Resources**

Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts; intensive experience in group process and the development of a positive school climate and culture.

*Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work*

*Credits 4*

**ADSUP 70600 - School-Based Field Experience Seminar in Administration and Supervision**

An intensive school-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention.

*Hours 200 hrs of leadership experiences in field work*

**ADSUP 70700 - District/Region Field Experience Seminar in Administration and Supervision**

An intensive district/region-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention.

*Hours 200 hrs of leadership experiences in field work*

**ADSUP 71500 - Supervision for the Improvement of Instruction**

An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

*Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work*

*Credits 4*

**ADSUP 71600 - Leadership Strategies for School Reform**

Thank you for your attention.

Best regards,

[Signature]

[Name]

[Position]
An introduction to leadership theory, school, district reform and the school principalship. Leadership theory is explored from a systems perspective with a focus on both the theoretical and practical tools for promoting school and district change that leads to high levels of student achievement.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work*
*Credits 4*

**ADSUP 71700 - Seminar in Evaluating and Applying Educational Research**

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work*
*Credits 4*

**ADSUP 72100 - Legal Issues, Finance, Facilities and Operations**

A study of school legal issues, finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work*
*Credits 4*

**ADSUP 73100 - Using Data, Technology and Assessment to Plan and Design Curriculum and Instruction**

This course provides students seeking to be instructional leaders with both the theoretical and the practical considerations necessary for using technology, data, and assessment to plan and design curriculum for effective instruction.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work*
*Credits 4*

**ADSUP 74100 - School District Leadership: Problems and Issues**

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.
**Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work**

**Credits 4**

**ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision (KC)**

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

**Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract**

**Credits 4**

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**ADSUP 75600 - Professional Discourse and Leadership in Gifted Education**

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

*Cross-listed SPED 75600, CEDC 75600, CEDF 75600*

*prereq or coreq: SPED 75300 and SPED 75400*

**Hours includes 10 hrs field experience**

**Credits 3**

**ARTED 71000 - Methods for Childhood Art Education - Grades PreK-6 (KC)**

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for children from Pre-K to grade 6. It emphasizes children's aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades PreK-6.

Includes 36 hours of fieldwork in a school.

*prereq or coreq: SEDF 70300 and SEDF 70400*

**Hours 3 hrs**

**Credits 3 cr.**

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**ARTED 71100 - Methods of Teaching the Visual Arts Grades 7-12 (KC)**
This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for the adolescent. Focus: It emphasizes adolescent aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades 7-12.

Course includes 48 hours of fieldwork in a school. Students are observed and evaluated in the field at least once.

**prereq:** ARTED 71000 and SEDF 70500  
**Hours** 3 hrs  
**Credits** 3 cr.

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**ARTED 71200 - Student Teaching in the Visual Arts Grades Pre-K-12 (KC)**

Teacher candidates complete a total of 70 days of student teaching Monday through Friday (35 days of student teaching at grades pre-K-6 and 35 days at grades 7-12) under the supervision of a Hunter College faculty member and a certified Art Educator in a New York City school selected by the college.

Students receiving a grade below B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program.

**prereq:** ARTED 71000 and ARTED 71100 plus 6 credits in ARTH and ARTCR  
**Hours** 2 hours (includes 70 days in the field)  
**Credits** 5 credits

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**CHND 71200 - Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Chinese, Grades 7-12**

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.

**prereq or coreq:** SEDF 70400 or permission of the adviser  
**Credits** 3

**CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12**

This course aims to familiarize prospective school teachers, grades 7-12 with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and
projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser
Hours 30 hrs plus 36 hrs fieldwork
Credits 2

CHND 73100 - Student Teaching in Chinese, Grades 7-12

Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser.
Hours 60 days, 30 hrs seminar plus workshops and conferences,
Credits 5

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take CHND 74110 must also take CHND 74120.

prereq or coreq: CHND 71200 or permission of the adviser.
Hours 30 hrs plus conferences
Credits 2

CHND 74120 - Practicum in Chinese, Grades 10-12

Supervised practicum for teachers of Chinese in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take CHND 74120 must also take CHND 74110.

prereq or coreq: CHND 71200 or permission of the adviser.
Hours 30 hrs plus conferences,
Credits 2

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr
SED 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SED 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SED 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SED 71500 - Advanced Curriculum Development in U.S. History and Civics for Urban Contexts, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

prereq or coreq: SEDF 70400 or SEDF 70500
Hours 3
Credits 3

SED 71600 - Math: Curriculum and Methods - Grades 7-12
For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the contents of mathematics programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of mathematics. Strong emphasis will be placed on teaching students with special needs and English language learners.

*Hours 45 hrs*
*Credits 3*

**SEDC 71700 - Social Studies: Curriculum and Methods - Grades 7-12**

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of social studies programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of social studies. Strong emphasis will be placed on teaching students with special needs and English language learners.

*Hours 45*
*Credits 3*

**SEDC 71800 - Science: Curriculum and Methods - Grades 7-12**

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of science programs and curricula in grades 7–12 and formulate teaching methodology for the meaningful learning of science. Strong emphasis will be placed on teaching students with special needs and English language learners.

*Hours 45 hrs*
*Credits 3*

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,*
*Credits 1 cr*

**SEDC 72100 - Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12 (KC)**

Methodology that facilitates the learning of English language arts for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticisms. These presentations will be videotaped for further self-analysis at home. New York State and city teaching standards will be applied throughout the course.

*prereq: SEDC 71100*
*prereq or coreq: SEDF 70500*
*Hours 30 hrs fieldwork*
*Credits 2*
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71200*
*prereq or coreq: SEDF 70500*
*Hours 30 hrs fieldwork*
*Credits 2*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 72300 - Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71300*
*prereq or coreq: SEDF 70500*
*Hours 30 hrs fieldwork,)*
*Credits 2*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71300*
*prereq or coreq: SEDF 70500*
**SEDC 72500 - Advanced Curriculum Development in World History and Global Education for Urban Contexts, Grades 7-12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

**prereq:** SEDF 704 or SEDF 70500  
**Hours** 2 (30 hrs fieldwork)  
**Credits** 2

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 73000 - Development of Mathematical Thinking: Implications For Teaching and Learning Mathematics in Grades 7 to 12**

A course exploring the role of the teacher in developing mathematical reasoning ability in students. What are the possibilities and limitations? A research-based approach to the problem of providing a solid mathematics education for all students.

**SEDC 73100 - Seminar in Mathematics Curriculum, Grades 7-12**

A study of the current Standards-Based Mathematics Curriculum from an historical perspective.

**SEDC 73200 - Research Seminar in Mathematics Education, Grades 7-12**

A course in which students will study the research relative to themathematics curriculum and complete a research project in a field of mathematics education of their choice.

**SEDC 75100 - Student Teaching in English, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 72100  
**prereq or coreq:** SEDF 70600  
**Hours** 45; 60 days student teaching plus workshops and conferences.
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 75201 - Student Teaching in French, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45: 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 75202 - Student Teaching in Italian, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45: 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 75203 - Student Teaching in Spanish, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45: 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**Prerequisite:** SEDC 72300
**Prereq or Coreq:** SEDF 70600
**Hours:** 45; 60 days student teaching plus workshops and conferences,
**Credits:** 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 75401 - Student Teaching in Biology, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**Prerequisite:** SEDC 72400
**Prereq or Coreq:** SEDF 70600
**Hours:** 45; 60 days student teaching plus workshops and conferences,
**Credits:** 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 75402 - Student Teaching in Chemistry, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**Prerequisite:** SEDC 72400
**Prereq or Coreq:** SEDF 70600
**Hours:** 45; 60 days student teaching plus workshops and conferences,
**Credits:** 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 75403 - Student Teaching in Physics, Grades 7–12 (KC)
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400
*prereq or coreq: SEDF 70600
*Hours 45; 60 days student teaching plus workshops and conferences
*Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 75404 - Student Teaching in Earth Science, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400
*prereq or coreq: SEDF 70600
*Hours 45; 60 days student teaching plus workshops and conferences
*Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 75500 - Student Teaching in Social Studies, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72500
*prereq or coreq: SEDF 70600
*Hours 45; 60 days student teaching plus workshops and conferences
*Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 75600 - Student Teaching in Music, Pre-K–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades Pre-K–6 and 30 days at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: MUSE 67800
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 76110 - Student Teaching in English, Grades 7–9 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 45 hours, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76110 must also complete SEDC 76120 or SEDC 77120.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 76120 - Student Teaching in English, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 30 hours, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76120 must also complete SEDC 76110 or SEDC 77110.

SEDC 76211 - Student Teaching in French, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hrs plus, 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76211 must also complete SEDC 76221 or SEDC 77221.

SEDC 76212 - Student Teaching in Italian, Grades 7–9
Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76212 must also complete SEDC 76222 or SEDC 77222.

**SEDC 76213 - Student Teaching in Spanish, Grades 7–9**

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76213 must also complete SEDC 76223 or SEDC 77223.

**SEDC 76221 - Student Teaching in French, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76221 must also complete SEDC 76211 or SEDC 77211.

**SEDC 76222 - Student Teaching in Italian, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76222 must also complete SEDC 76212 or SEDC 77212.

**SEDC 76223 - Student Teaching in Spanish, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76223 must also complete SEDC 76213 or SEDC 77213.

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 45 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 30 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 76411 - Student Teaching in Biology in Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76411 must also complete SEDC 76421 or SEDC 77421.

SEDC 76412 - Student Teaching in Chemistry, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
**SEDC 76413 - Student Teaching in Physics, Grades 7–9**

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400  
prereq or coreq: SEDF 70600  
Hours 45 hrs plus 30 days and conferences,  
Credits 3 cr  
Students who enroll in SEDC 76413 must also complete SEDC 76423 or SEDC 77423.*

**SEDC 76414 - Student Teaching in Earth Science, Grades 7–9**

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400  
prereq or coreq: SEDF 70600  
Hours 45 hrs plus 30 days and conferences,  
Credits 3 cr  
Students who enroll in SEDC 76414 must also complete SEDC 76424 or SEDC 77424.*

**SEDC 76421 - Student Teaching in Biology, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400  
prereq or coreq: SEDF 70600  
Hours 30 hrs plus 30 days and conferences,  
Credits 3 cr  
Students who enroll in SEDC 76421 must also complete SEDC 76411 or SEDC 77411.*

**SEDC 76422 - Student Teaching in Chemistry, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400  
prereq or coreq: SEDF 70600  
Hours 30 hrs plus 30 days and conferences,  
Credits 3 cr  
Students who enroll in SEDC 76422 must also complete SEDC 76412 or SEDC 77412.*
SED C 76423 - Student Teaching in Physics, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76423 must also complete SEDC 76413 or SEDC 77413.

SED C 76424 - Student Teaching in Earth Science, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 30 hrs plus 30 days and conferences,
Credits 3 cr
Students who enroll in SEDC 76424 must also complete SEDC 76414 or SEDC 77414.

SED C 76510 - Student Teaching in Social Studies, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDF 72500
prereq or coreq: SEDF 70600
Hours 45 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76510 must also complete SEDC 76520 or SEDC 77520.

SED C 76520 - Student Teaching in Social Studies, Grades 10–12

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDF 72500
prereq or coreq: SEDF 70600
Hours 30 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76520 must also complete SEDC 76510 or SEDC 77510.

SED C 76610 - Student Teaching in Music, Grades Pre-K–6
Teacher candidates complete 30 days of student teaching at grades Pre-K–6 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 76620 - Student Teaching in Music, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 77110 - Practicum in English, Grades 7–9 (KC)**

Supervised practicum for teachers of English in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77110 must also take SEDC 77120.

**SEDC 77120 - Practicum in English, Grades 10–12 (KC)**

Supervised practicum for teachers of English in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77120 must also take SEDC 77110.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77211 - Practicum in French, Grades 7–9 (KC)**

Supervised practicum for teachers of French in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77211 must also take SEDC 77221.

*prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77212 - Practicum in Italian, Grades 7–9 (KC)**

Supervised practicum for teachers of Italian in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77212 must also take SEDC 77222.

*prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77213 - Practicum in Spanish, Grades 7–9 (KC)**

Supervised practicum for teachers of Spanish in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77213 must also take SEDC 77223.

*prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
SEDC 77221 - Practicum in French, Grades 10–12 (KC)

Supervised practicum for teachers of French in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77221 must also take SEDC 77211.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77222 - Practicum in Italian, Grades 10–12 (KC)

Supervised practicum for teachers of Italian in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77222 must also take SEDC 77212.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77223 - Practicum in Spanish, Grades 10–12 (KC)

Supervised practicum for teachers of Spanish in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77223 must also take SEDC 77213.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77310 - Practicum in Mathematics, Grades 7–9 (KC)

Supervised practicum for teachers of mathematics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77310 must also take SEDC 77320.
Prerequisite: SEDC 72300
Prerequisite or Corequisite: SEDF 70600
Hours: 45 hrs plus conferences
Credits: 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77320 - Practicum in Mathematics, Grades 10-12 (KC)

Supervised practicum for teachers of mathematics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 773.20 must also take SEDC 77310.

Prerequisite: SEDC 723
Hours: 30 hrs plus conferences
Credits: 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77411 - Practicum in Biology, Grades 7–9 (KC)

Hunter College-supervised practicum for teachers of biology in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77411 must also take SEDC 77421.

Prerequisite: SEDC 72400
Prerequisite or Corequisite: SEDF 70600
Hours: 45 hours plus conferences
Credits: 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77412 - Practicum in Chemistry, Grades 7–9 (KC)

Supervised practicum for teachers of chemistry in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77412 must also take SEDC 77422.

Prerequisite: SEDC 72400
Prerequisite or Corequisite: SEDF 70600
Hours: 45 hours plus conferences
Credits: 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77413 - Practicum in Physics, Grades 7–9 (KC)**

Hunter College-supervised practicum for teachers of physics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77413 must also take SEDC 77423.

**prereq:** SEDC 72400  
**prereq or coreq:** SEDF 70600  
**Hours** 45 hours plus conferences,  
**Credits** 3

*This Key Course requires a grade of B or better to pass.*  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77414 - Practicum in Earth Science, Grades 7–9 (KC)**

Hunter College-supervised practicum for teachers of earth science in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77414 must also take SEDC 77424.

**prereq:** SEDC 72400  
**prereq or coreq:** SEDF 70600  
**Hours** 45 hours plus conferences,  
**Credits** 3

*This Key Course requires a grade of B or better to pass.*  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77421 - Practicum in Biology, Grades 10-12 (KC)**

Hunter College-supervised practicum for teachers of biology in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

**prereq:** SEDC 72400  
**Hours** 30 hrs plus conferences,  
**Credits** 2 cr  
Students who take SEDC 77421 must also take SEDC 77411.

*This Key Course requires a grade of B or better to pass.*  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77422 - Practicum in Chemistry, Grades 10–12 (KC)**
Supervised practicum for teachers of chemistry in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

**prereq:** SEDC 72400  
**Hours** 30 hrs plus conferences,  
**Credits** 2 cr  
Students who take SEDC 77422 must also take SEDC 77412.

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SEDC 77423 - Practicum in Physics, Grades 10–12 (KC)**

Hunter College-supervised practicum for teachers of physics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77423 must also take SEDC 77413.

**prereq:** SEDC 72400  
**Hours** 30 hrs plus conferences,  
**Credits** 2 cr  

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SEDC 77424 - Practicum in Earth Science, Grades 10–12 (KC)**

Hunter College-supervised practicum for teachers of earth science in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77424 must also take SEDC 77414.

**prereq:** SEDC 72400  
**Hours** 30 hrs plus conferences,  
**Credits** 2 cr  

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SEDC 77510 - Practicum in Social Studies, Grades 7–9 (KC)**

Supervised practicum for teachers of social studies in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77520.

**prereq:** SEDC 72500
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 77520 - Practicum in Social Studies, Grades 10–12 (KC)**

Supervised practicum for teachers of social studies in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77510.

prereq: SEDC 72500
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 77610 - Practicum in Music, Grades Pre-K–6 (KC)**

Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77620.

prereq: MUSED 67800
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 77620 - Practicum in Music, Grades 7–12 (KC)**

Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77610.

prereq: MUSED 67800
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 774.71; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr*
SEDW 71400 - Adolescent Development and Learning: Grades 7-12

This course prepares teacher candidates to think about how adolescents develop and learn by examining the process of cognitive, social/emotional, personality and language development among youth who vary by gender, race and ethnicity, English proficiency and levels of ability. Emphasis will be placed on creating culturally compatible classrooms, motivating students, and assessing their learning.

Hours 45  
Credits 3

BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

Hours includes 5 hrs of fieldwork  
Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish (KC)

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

coreq: BILED 71150  
prereq or coreq: BILED 77100  
Hours 30  
Credits 2

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

BILED 71150 - Fieldwork in Bilingual Literacy (KC)

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

coreq: BILED 77100  
Hours 75 hrs,  
Credits 1 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.
BILED 71200 - Bilingual Literacy-French (KC)

Bilingual literacy - French: conducted in French and English and will present how to differentiate instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners. The course aims to develop teachers' ability to plan for language, content and literacy skills by designing a thematic integrated literacy unit. The course will assist teachers in understanding how to develop students' oral language, spelling, grammar, and vocabulary.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 71300 - Bilingual Literacy-Chinese (KC)

Bilingual Literacy – Chinese focuses on the development of literacy skills in both English and Chinese for students in bilingual programs. The emphasis is on L1 and L2 literacy using narrative and expository text, technology, and the arts as mediums for developing skills. This course will be conducted in Chinese and English.

prereq or coreq: BILED 77100, BILED 77150
Hours 30
Credits 2

For the Advanced Certificate Leading to an Extension in Bilingual program: the prereq or coreq is BILED 77150

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 71700 - Language Assessment for English Language Learners

An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

prereq: BILED 77100, CEDCF 70050
Hours 45 hrs,
Credits 3 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MSEd/Childhood Education Grades 1-6 with bilingual extension; for the MSEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF
BILED 76900 - Instruction through the Native Language-Chinese

To enhance Chinese language skills of teacher candidates for the purpose of teaching content areas in and through Chinese. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Chinese for the bilingual classroom.

Hours 45 hours plus 10 hours of fieldwork
Credits 3
Prereq or Coreq: For the Childhood education Grades 1-6 with a Bilingual Extension program: BILED 70100, CEDF 70900; For the MSEd in Early Childhood Education Birth through Grade 1 with a Bilingual Extension: Program 1, BILED 70100, ECF 70000; Program 2, none; Program 3, BILED 70100; For the Advanced Certificate Leading to and Extension in Bilingual program: none.

BILED 77100 - Psychology of Language Learning and Teaching

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

prereq or coreq: BILED 70100
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

BILED 77800 - Instruction Through the Native Language-Spanish

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

prereq or coreq: BILED 70100
Hours 45 hrs plus 10 hrs of fieldwork,
Credits 3

BILED 77900 - Multicultural Education

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

prereq or coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 78000 - Bilingual Research Seminar
The bilingual research seminar, which serves as the culminating experience, focuses on the relationship between educational research and the classroom teacher. Students will review significant bilingual research to consider the implications of findings for bilingual instruction, and they will initiate their own classroom/community studies to reflect upon their own practice and to become critical consumers of research.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab
Credits 2 cr

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6 (KC)

Supervised student teaching at two grade levels in an elementary bilingual setting selected by Hunter College; four full days a week plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator

Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar
Credits 4

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 78300 - Practicum in Grades 1–3 (KC)

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 78400 - Practicum in Grades 4–6 (KC)

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500.

prereq: completion of 39 cr of course work or permission of the program coordinator
BILED 78600 - Student Teaching in Grades 4–6 (KC)

Twenty days of supervised student teaching at grade level 4–6 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator

CEDC 715FW - Fieldwork: Reading and Social Studies (KC)

Supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.

prereq: CEDF 70900
coreq: CEDC 73000 and 72200

CEDC 70000 - The Art of Effective Teaching

This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

prereq or coreq: CEDF 70900
CEDC 70100 - Beginning Elementary Literacy Methods

Beginning Elementary Literacy Methods is the first of a two-part sequence designed for pre-service graduate teacher candidates as an introduction to the content and procedures used to teach English language arts to elementary students. Students will learn how children develop reading and writing concepts and abilities, become familiar with children's literature, both nonfiction and fiction, and understand current practices of literacy instruction and assessment.

coreq: This course should be taken with CEDF 70900, CEDC 70500, EDSEL 79600, CEDC 77200 Fieldwork & Teaching Seminar 1.

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 70350 - Teaching Science in the Elementary School

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900

CEDC 70400 - Teaching Developmental Reading

The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.
CEDC 70500 - Mathematics Curriculum and Methods

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.
CEDC 71200 - Advanced Methods of Teaching Math in Elementary Schools

Ways to set up and monitor mathematical investigations designed to promote flexible problem solving, active learning, finding patterns, reasoning logically, formulating and verifying hypotheses. Error analysis and remediation.

prereq: CEDC 70500

CEDC 71300 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

prereq or coreq: CEDF 70900

CEDC 71400 - Advanced Educational Technology for Elementary School Teachers

Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

prereq: CEDF 70900, and a course on computers or demonstrated literacy in basic computer skills and tool applications (word processing, spreadsheets, database, and presentation as well as the Internet)

CEDC 71600 - Educational Technology in Mathematics and Science Teaching/Learning

An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.
CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

CEDC 72200 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq: CEDF 70900
coreq: CEDC 71500 and CEDC 73000
Hours 30 hrs,
Credits 2

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq or coreq: CEDF 70900 and CEDC 70450
CEDC 72400 - Student Teaching in Grades 1–3 and 4–6 (KC)

Supervised student teaching at two grade levels, 1–3 and 4–6, in an elementary school selected by Hunter College; five full days a week plus conferences and professional development workshops.

Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus a minimum of 60 days of student teaching

Credits 5

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

CEDC 72500 - Student Teaching in Grades 1–3 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Not for students who have completed EDC 72400 or 72800.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching

Credits 3

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

CEDC 72600 - Student Teaching in Grades 4–6 (KC)

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3. Not for students who have completed CEDC 72400 or 72800.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching

Credits 3

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.
CEDC 72700 - Practicum in Grades 1–3 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800.
Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Not for students who have completed CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus supervision and conferences
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72800 - Practicum in Grades 4–6 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700.
Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Not for students who have completed CEDC 72400 or 72600.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus supervision and conferences
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators (KC)

Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting
Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 73000 - Perspectives on Literacy Across the Content Areas

Literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository as well as narrative texts will be utilized.

prereq: CEDF 70900; CEDC 70400
coreq: CEDC 71500 and 72200
Hours 30 hrs,
Credits 2

CEDC 73800 - The English Language: Theories and Pedagogical Implications

An overview of the acquisition, structure and use of English. Its goal is to provide Pre-K thru 6 teachers who already have prior certification in childhood education with the awareness and understanding of the aspects of the English language they will need in order to teach a variety of content area in grades Pre-K thru 6.

Hours 45 hrs,
Credits 3

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

Hours 45 hrs.
Credits 3

CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

prereq: all program courses except CEDC 74300
Hours 45 hrs
Credits 3

CEDC 74300 - Research Seminar in Mathematics/Science Education

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.
CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

prereq: all program courses except CEDC 74200 and CEDC 74300

CEDC 74600 - Geographic Perspectives in Elementary Education

Geographic principles and practices; development of pedagogic skills to teach geography at the elementary school level; development of skills in teaching geography of New York City and New York State; development of understanding of global issues and of geographic factors affecting historical events.

CEDC 74700 - Number Theory and Algebra in Elementary Curriculum

A study of the underpinnings of Number Theory and Algebra and the role they play in curriculum, teaching and student learning. This course gives participants a deeper understanding of algebra and how students learn transition from arithmetic to algebraic reasoning.

prereq: The course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.

CEDC 74800 - Geometry and Measurement in the Elementary

A study of the underpinnings of Geometry and Measurement and the role they play in curriculum, teaching, and supporting student learning. Topics in Geometry and Measurement are important concepts at the elementary school level and this course gives participants a deeper background in these two areas. Additionally, pedagogical practices important in these areas will be examined as well as a deep study of how students develop these concepts through curriculum, representations, manipulatives, and pedagogical practices will be discussed.

prereq: This course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.

CEDC 74900 - Leadership in Elementary School Mathematics

A study of mathematics leadership and the development of mentors, coaches, and leaders of professional development.
prereq: This course is intended for students in the Elementary Mathematics Specialist program. Completion of at least 24 credits in the program.

**CEDC 75500 - Assessment and Instruction for Diversely Gifted Learners**

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

Cross-listed SPED 75500  
prereq or coreq: SPED 75300 and SPED 75400  
Hours 45, includes 20 hrs field experience  
Credits 3

**CEDC 75600 - Professional Discourse and Leadership in Gifted Education**

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed SPED 75600, ADSUP 76500, CEDF 75600  
prereq or coreq: SPED 75300 and SPED 75400  
Hours includes 10 hrs field experience  
Credits 3

**CEDC 76000 - Special Topics in the Arts**

The theory and application of children's artistic development. Course includes visual arts contents, instructional techniques, technology, materials and their use across the elementary school curriculum. Through hands-on workshops the teacher candidate will understand how to plan and utilize a visual arts curriculum to enhance student's cognitive, perceptual, expressive and imaginative abilities.

prereq: CEDC 70700  
Hours 45 hrs  
Credits 3

**CEDC 77200 - Fieldwork & Teaching Seminar 1 (KC)**

Fieldwork & Teaching Seminar 1 is the initial experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

coreq: This course should be taken with CEDF 70900, CEDC 70500, CEDC 70100, EDESL 77100.  
Hours 30  
Credits 2  
30 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 77300 - Fieldwork & Teaching Seminar 2 (KC)

Fieldwork & Teaching Seminar 2 is the second experience in an elementary partner school for the clinically rich track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600, CEDC 70200.
Hours 30
Credits 2
30 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 77400 - Fieldwork & Teaching Seminar 3 (KC)

Fieldwork & Teaching Seminar 3 is the third experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDF 71600, CEDC 73900, CEDC 70700, CEDC 71300.
Hours 30
Credits 2
45 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 77500 - Fieldwork & Teaching Seminar 4 (KC)

Fieldwork & Teaching Seminar 4 is the fourth and final experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDC 71000.
Hours 45
Credits 3
75 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 77600 - Planet Earth: Earth and Space Sciences for Elementary School Teachers
Methods and content of teaching Earth and Space sciences topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

*Hours 3 hrs*
*Credits 3*

**CEDC 77700 - Physical Science Background for Elementary Teachers**

Concepts in the physical sciences, chemistry and physics necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

*Hours 45 hrs*
*Credits 3*

**CEDC 77800 - Life Sciences**

The methods and content of teaching life science topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

*Hours 3*
*Credits 3*

**CEDC 77900 - Robotics and Engineering**

New methods of teaching innovative school curricula in robotics and engineering. Students will design and program their own robotic vehicles and learn elementary school materials by a hands-on process and project work. The curriculum is modeled on the First LEGO League competitions popular at the grade school-level. Engineering is Elementary, a school curriculum to improve children's understanding of engineering principles, is also explored from a student-centered perspective. These new STEM curriculum for elementary schools are supported by K-12 Next Generation Science Standards (2013). All students who enroll in the course will emerge with training to teach these curricula in elementary schools, in informal settings and after school programs.

*Hours 3*
*Credits 3*

**CEDCF 70050 - The Art and Science of Effective Teaching**

This course is designed to introduce pre-service bilingual and TESOL educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.
CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

Hours 45 hrs
Credits 3

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing dual certification in childhood special education and childhood education. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900
Hours 45 hrs
Credits 3

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900
Hours 45 hrs
Credits 3

CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work
Credits 3

CEDF 71000 - Educational Psychology

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

prereq: CEDF 70900
CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

CEDF 71500 - Diversity in the American School

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

CEDF 71600 - Assessment of Teaching and Learning

Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.

CEDF 71700 - Independent Study in Educational Foundations

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

CEDF 71800 - Independent Study in Educational Foundations

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

CEDF 71900 - Independent Study in Educational Foundations

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.
CEDF 75000 - Special Topics in Diversity

An examination of the history and adaptation of diverse groups in the U.S. and their experience in the American educational system. Emphasis is on the role of culture, structure and policy in facilitating and/or hindering opportunities for these groups to achieve educational equity.

prereq: CEDF 70900
prereq or coreq: CEDF 70600
Hours 45 hrs
Credits 3

CEDF 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

Cross-listed SPED 75300
Hours includes 10 hrs field experience
Credits 3

CEDF 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed SPED 75600, ADSUP 75600, CEDC 75600
prereq or coreq: SPED 75300 and SPED 75400
Hours includes 10 hrs field experience
Credits 3

CEDF 79200 - Integrative Seminar: Research in Childhood Education

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

prereq: completion of 31 cr. of course work including CEDC 73000 and CEDF 71600 or permission of the childhood education adviser
Hours 45 hrs
Credits 3
DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hrs of fieldwork

Credits 3

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Credits 3

DANED 76400 - Practicum (KC)

Students with initial state certification in dance complete a semester of Practicum in their current full-time dance teaching situation or in assigned schools under the supervision of a Hunter College faculty member. Practicum teachers will assume all responsibility for classroom instruction and management and will be observed by Hunter faculty 4 times during the course of the semester. All Practicum students are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: DANED 76000, DANED 76200

Hours 2 hrs plus 15 hrs seminar required

Credits 2

This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

DANED 76602 - Student Teaching (KC)

Teacher candidates complete a total of 20 days of student teaching under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty twice during the course of their student teaching experience. All student teachers are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200

Hours 20 days plus 15 hrs seminar
Credits 2
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

DANED 76605 - Student Teaching (KC)

Teacher candidates complete a total of 60 days of student teaching (30 days of student teaching at grades pre-K-5 and 30 days at grades 6-12) under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty 4 times during their student teaching experience. All student teachers are required to participate in a seminar class meeting 1 hour per week for 15 weeks. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200
Hours 60 days plus 15 hrs seminar
Credits 5
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDDIL 80000 - Foundations of Research, Leadership, and Equity in Education

In this course, students explore the foundations of the three pillars of the EdD program: Research, Leadership, and Equity in Education. Students will be immersed in a variety of research studies drawing on the professional literature in education and associated fields to develop an understanding of diverse research traditions. The course explores research designs and processes in published studies for question posing and data collection, analysis, and interpretation from quantitative and qualitative perspectives. Research related to instructional leadership will be examined in an effort to develop an understanding of this field of study. The course introduces students to the key concepts necessary for engaging in research and leadership around diversity, equity, and social justice.

Hours 3
Credits 3.0

EDDIL 80100 - Leadership for Change

In this course, students are introduced to the idea of non-positional leadership - that everyone has the responsibility and ability to lead change, regardless of one's formal position within the education landscape. They are then introduced to various theories/theoretical frameworks on the problems of change at the individual, group and system level, as well as to the notion of a theory-of-change, including how it differs from theory and its import in shaping and helping to ensure effectiveness of an educational change effort. Special attention is paid to the import of precise problem identification; the need for feedback loops to allow for ongoing adjustment of change designs in response to the unexpected; and to implementation challenges. Students apply their learning by analyzing existing educational change efforts and by designing and defending a theory-of-change that they could potentially implement to improve an identified problem of practice.

Hours 3
Credits 3.0

EDDIL 80200 - Leading for Justice, Equity, Diversity, and Inclusion
An important aspect of leadership in schools is being mindful of the identities, backgrounds, communities, and histories of the populations they serve. Even more important is an understanding of how the sociocultural contexts in which we all live result in systemic unequal distribution of power, privilege, and resources. This course will review key theoretical frameworks that attempt to describe the nature of schools, teaching and learning, and unequal student outcomes. The course will give participants the opportunity to consider the history and structure of schools from multiple perspectives by taking an intersectional approach. Participants will be expected to apply the NYSED Culturally Responsive and Sustaining Frameworks in their individual settings and propose research, policy or practice they are focused on Justice, Equity, Diversity and/or Inclusion.

Hours 3
Credits 3.0

**EDDIL 81000 - Leader Scholar Community Research Seminar**

This is a seminar in which students, under the supervision of a faculty member, develop research expertise that is expected to lead to a specific project such as a dissertation, report, or publication. Assignments might include development of problem statement, literature review, or statement of implications for practice based on review of comparable work. This course may be taken up to six times for credit and may be taken more than one time in any given term.

Hours 1
Credits 1.0
This course is graded Pass/Fail.

**EDDIL 82000 - Doctoral Directed Readings**

Directed Readings involve an in-depth study of some area of research, theory, or research methodology that is of special interest to a student (or small group of students) in the EdD program but for which there is no formal course within the program. The directed reading is done under the supervision of a full-time faculty member. When requesting a directed reading, students should collaborate with the intended instructor to create and agree upon a written proposal for the course (including a list of readings and at least one written assignment) Once the proposal is agreed upon by student and instructor, the Program Director of the EdD program must provide approval as well.

prereq: Permission EdD program director required.
Hours 1 - 3
Credits 1.0 - 3.0

Directed Readings may be taken for variable credits (1-3 at a time) and may be taken for up to a total of 6 credits.

**EDF 80000 - Statistics for Applied Educational Research I**

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, statistical assumptions, t-tests, analysis of variance, correlation, and chi-squared.

prereq: SPED 80000
Hours 3 hrs
Credits 3 cr

**EDF 80100 - Qualitative Methods in Educational Research**
This graduate course introduces students to qualitative research within the field of education. The course provides an overview of the different approaches to qualitative research and specific strategies of data collection and analysis, their underlying assumptions and appropriateness for particular research questions, and authentic experience with qualitative research.

 prereq: SPED 80000  
 Hours 3 hrs  
 Credits 3 cr

EDF 80200 - Quantitative Methods and Measurement

The purpose of this course is to increase students' understanding of quantitative research methods and design issues relevant to the pursuit of research in education, with a focus on correlational, experimental and quasi-experimental design.

 prereq: EDF 80000  
 Credits 3 cr

EDF 80400 - Analysis of Major Issues in Contemporary Education Reform

After a brief review of the history of education reform efforts, we will study the major debates and policy initiatives that have shaped the contemporary structures of American public education. We will seek to understand what is at stake in these initiatives, the evidence behind their adoption and resistance to them.

 Hours 3 hrs  
 Credits 3 cr

EDF 81000 - Mind, Brain, and Education

This course provides students with knowledge from the neuro and cognitive sciences that can be applied in practice. This course begins with an introduction to mapping the physical features of the brain before leading into contemporary research on "brain-based" research and educational curricula and programs. Students will engage in examining research and separate "nureomthy" from "neuroscience" in order to be informed by new knowledge from the science of learning.

 Hours 3 hrs  
 Credits 3 cr

EDF 83000 - Dissertation Proposal Seminar

This course is a seminar designed to provide students with a general overview of the structure and components of a dissertation proposal. It serves as common ground for all cohort members to prepare for highly individualized work with a dissertation advisor in subsequent semesters. Throughout this course, students will focus upon the following components: (1) the background of the problem to be investigated; (2) formulating a research question(s); (3) developing a theoretical framework; (4) conducting a literature review; (5) choosing research methods to collect data; (6) analyzing findings; and (7) generating implications. These elements will be taught in relation to a "traditional" five-chapter dissertation, along with variations and expansions of this structure. In addition, students will review and become certified in appropriate IRB requirements. A major goal of this seminar is to individualize support with view to preparing each student to develop a topic for approval that will continue to be worked upon with a dissertation advisor during the following semester.
EDF 83100 - Dissertation Advisement

Dissertation Advisement is a customized course of study taken immediately after Dissertation Proposal Seminar. The purpose of this course is to provide individualized support to doctoral students as they design and carry out a dissertation that addresses an identified problem of practice. This course must be taken for at least two semesters and must be taken every semester until the dissertation has been successfully defended for a minimum of six credits.

Any student who receives a grade of F must obtain permission from the program leader to repeat the course. This course may only be repeated once and only one failing grade is allowed in the course.

prereq: EDF 83000

EDUC 80100 - Research on Effective Practice and Curriculum for Multilingual Learners

The focus of this course is on effective instruction and curriculum supporting the academic, social, and emotional development of multilingual learners (MLLs). Topics and assignments provide a direct connection of research on the development of languages and literacies, as well as a programming, and policy for MLLs in P-12 school contexts. Analysis of research on English as a New Language (ENL) education and bilingual education, including review of quantitative and qualitative studies of instruction and curriculum for MLLs will provide the foundation for the course content. This course will prepare doctoral students to critically evaluate educational research on ELLs, deeply understand the core components of quality instruction for ELLs in P-12 classrooms, and be able to clearly identify appropriate methods for addressing and improving instruction and curriculum for ELLs. Topics and assignments are designed to provide theory that directly connects to the design of instructional models of and curricula for ELL instruction. The course content. The course will also analyze the role of language and race-related ideologies on how bi-/multilingualism is framed and the consequences for how programs and policies are conceptualized and implemented. This course will prepare doctoral students to critically evaluate educational research on MLLs, deeply understand the core components of quality programming and instruction for MLLs in P-12 classrooms, and to clearly identify appropriate methods for addressing and improving instruction and curriculum for MLLs.

EDUC 80300 - Research on Effective Practice and Curriculum in Math

The course will examine the current research on effective mathematical teaching, assessment practices, student learning, and curriculum design. Students will synthesize research and engage in research explorations focused on problems of practice.

EDUC 80400 - Research on Effective Practice and Curriculum in Arts and Humanities
This course examines current research in Arts and Humanities curriculum and its implementation. It addresses a host of theoretical and policy-oriented approaches to the teaching and learning of the arts and humanities. Particular attention will be paid to research on arts and humanities instruction and interventions that serve the needs of diverse students in urban schools.

*Hours 3 hrs  
*Credits 3 cr

**EDUC 80600 - Effective Professional Development of Teachers**

In-depth study of research and practice in professional development for educators. Students will explore the literature about effective methods, contexts, and delivery of coaching, mentoring, and professional learning for teachers and other educators. Focus on understanding the strengths and weaknesses of different approaches to professional development, and on learning how to assess the appropriateness of a professional development strategy with respect to content and the teacher population to be served.

*Hours 3 hrs  
*Credits 3 cr

**EDUC 80700 - Professional Communications for Educational Settings**

This course explores a range of educational and school-based writing genres and writing for a variety of audiences. Resources and practices related to developing and writing within a variety of genres from traditional print publications to new media outlets will be introduced, explored and, most importantly, enacted.

*Hours 3 hrs  
*Credits 3 cr

**EDUC 80800 - Action Research**

The purpose of this course is to explore various aspects of a movement in education and educational research in which educators (e.g., P-12 teachers, school administrators, etc.) actively participate in making change in their practice through conducting systematic inquiry and research. The course will provide a broad overview of the epistemological, political, and methodological issues associated with the idea of practitioner research.

*prereq or coreq: EDS 80300 Qualitative Research Methods
*Hours 3 hrs  
*Credits 3 cr

**EDUC 80900 - Case Studies in Education: Institutions, Schools, Programs, Classrooms, and Individuals.**

This course examines case study as a research design in educational contexts. The unit of study can include institutions, schools, programs, and individuals. A variety of topics will be explored, including becoming familiar with types of case studies, conceptualizing case study research, creating research questions, generating data, use of analytic methods, and application of case study findings to leadership and practice. In addition, the course will feature related, sometimes overlapping, methodological approaches such as portraiture and narratives. The course engages students in substantial study and critique of current and "classic" cases in educational research based on candidates' fields of interest. Particular attention will be paid to ethical considerations in conducting case study research in urban schools and communities.
**SPED 80000 - Introduction to Doctoral Studies: Theory and Research in Curriculum and Teaching**

This course provides a brief overview of theory and research in curriculum and teaching. Students will consider how their own positionality influences ways in which they read and interpret educational research. Conversely, students will also understand how a researcher's positionality influences all aspects of their research, including: questions asked; theoretical framework adopted; methodologies chosen; data collection; analysis and interpretation of data; results or findings; and implications. Students will also engage in studying selected influences of curriculum history, particularly post 1945-present. These influences include: The Cold War, Civil Rights Movement, The War on Poverty, No Child Left Behind, and the Standards Movement. This course will serve as a beginning to cultivating student interests in developing their own research studies by weaving together theory, research, practice, and policy within education.

**SPED 80100 - Research on Effective Practice and Curriculum for Students with Disabilities**

This course provides the opportunity to consider disability in the context of schools and society—with view to engaging with, and critiquing, existing research in the fields of special education and disability studies in education (DSE). We will be mindful of how the disposition and paradigm of researchers influences all aspects of their work including: problems identified; questions asked; methods used; analysis employed; findings or results; interpretations, and: implications. This course focuses on the nature of evidence-based practice involving students with disabilities within specific contexts. The course is designed to provide a foundation for the course work, independent scholarship, and educational research that students will undertake in the process of completing the doctoral degree.

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000*

**ECC 70400 - Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)
ECC 70500 - Language and Literacy: Birth through Kindergarten

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

ECC 70600 - Language and Literacy: K through Grade 2

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs
Credits 1

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300
prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels
Credits 3

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood
Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

**ECC 71000 - Early Childhood Mathematics: Birth through Grade 2**

Theories and research that focus on the relationship between children's development and learning of mathematical concepts and skills. Appropriate mathematics activities for children from birth to second grade and ways of assessing mathematical learning in diverse infant, toddler, preschool, and grade K-2 settings. (Required in Program 1.)

**ECC 71100 - Science in Early Childhood Education: Birth through Grade 2**

Theories and research of scientific thinking in young children; the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Ways of assessing science learning in infant, toddler, preschool, and grade K–2 settings. (Required in Program 1.)

**ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)**

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

**ECC 71300 - The Expressive Arts in Early Childhood**

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.
ECC 71400 - Health, Safety and Nutrition in Early Childhood

This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

prereq or coreq: ECF 70000

ECC 71500 - Educational Technology in Early Childhood

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

ECC 71600 - Student Teaching in Early Childhood Settings (KC)

A full semester of student teaching in one of the required age/grade levels (Pre-K, K, grades 1-2) that supplement pre-student teaching field experience (Birth-3, preK-2).

prereq: EFC 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings (KC)

Two student teaching placements of 30 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: EFC 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**ECC 71700 - Supervised Practicum in Early Childhood (KC)**

This course has two key components: (1) A full semester of practicum in Pre-K, K, or grades 1-2 and (2) biweekly seminar (30 hours). It builds on prior coursework and field experiences by providing guidance and reflective discussion that allow teacher candidates to enhance their teaching skills in early childhood education settings. Specific information regarding professional issues, ethical behaviors, and child advocacy is provided and reviewed. In addition, this course will align the practicum experience with the expectations of the edTPA in order to support teacher candidates with the preparation and submission of their portfolios.

*prereq: ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200
Hours Bi-weekly seminar (30 hrs)
Credits 2*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting (KC)**

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

*Hours 15 hrs of seminar plus conferences,
Credits 1*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**ECC 71800 - Early Childhood Student Teaching (KC)**

This is a college supervised experience and is offered during the regular academic year and in the summer to facilitate the opportunity for practice at a different age/grade level than ECC 71700. This course has two key components: (1) a minimum of 30-days of student teaching in Pre-K, or grades 1-2 and; (2) biweekly seminar (15 hours).

*prereq: ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200
Hours Bi-weekly seminar (15 hrs)
Credits 1*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**ECC 71850 - Early Childhood Bilingual Student Teaching (KC)**
Student teaching for 30 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 15 hrs of seminar plus 30 days of student teaching

Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**ECC 71951 - Special Topics in Early Childhood Education**

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

prereq: special permission of an early childhood education adviser

Hours 15, 30, and 45 hrs

Credits 1, 2, and 3

**ECC 71952 - Special Topics in Early Childhood Education**

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

prereq: special permission of an early childhood education adviser

Hours 15, 30, and 45 hrs

Credits 1, 2, and 3

**ECC 71953 - Special Topics in Early Childhood Education**

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

prereq: special permission of an early childhood education adviser

Hours 15, 30, and 45 hrs

Credits 1, 2, and 3

**ECC 72000 - Integrative Seminar in Early Childhood Education**

Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Credits 3
ECC 80100 - Research and Practice in Early Childhood Education

Overview of the historical and social influences on early childhood research and practice. Candidates will gain a comprehensive understanding of the significant policy, programmatic and pedagogical factors affecting the formal, symbolic and societal curricula, within and across early childhood education and care settings.

*Hours 3 hrs
*Credits 3 cr

ECF 70000 - Child Development: Birth to Age Eight

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels
*Credits 3

ECF 70100 - Social and Historical Contexts of Early Childhood Education

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours 45 hrs
*Credits 3

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
*Hours 45 hrs
*Credits 3

SPEDE 76500 - Special Topics in Early Childhood Special Education

One-credit special topics courses focus on narrowly defined topics of high current relevance in the field of early childhood special education.

*prereq: SPEDE 76800 and 76900 or permission of the coordinator of the early childhood special education program
*Hours 15 hrs,
*Credits 1 cr

SPEDE 76700 - Field Experiences in Early Childhood Special Education with an Annotation in Severe Disabilities
prereq: SPEDE 77000, SPED 79000, and SPED 79100
prereq or coreq: SPEDE 77100
Hours 15 hour seminar plus 30 hrs of fieldwork in one of the following age/grade levels: 0-3; 3-5; or Kindergarten, grades 1 and 2 in a program for children with severe disabilities,
Credits 1 cr

**SPEDE 76800 - Fostering Development in Young Children with Diverse Abilities: Historical, Political, and Inclusive Perspectives**

This course explores the variability of development in infants and young children, and related developmental promotion approaches, through a lens of cultural, linguistic, and ability diversity. Functional developmental competencies and the range of developmental consequences within specific diagnoses will be examined, including the implications for supporting learning and development in classrooms, homes, and communities. The evolution of laws, regulations, and inclusive practices to current early intervention and early childhood special education recommended practices will be situated within this developmental framework.

prereq or coreq: ECF 700 (for Program 1 students only)
Hours Includes 5 hrs field experience,
Credits 3

**SPEDE 76900 - Evaluation, Assessment, and Program Planning for Infants and Young Children with Special Needs (KC)**

Developmentally appropriate and recommended practices for assessing the development and learning of young children from infancy through age 7 years (second grade) and identifying family strengths and supports. Application of tools, observations, and discussions with informed others to make decisions in screening, evaluation and program planning will be explored within a transdisciplinary team. Students must receive a grade of B or better.

prereq or coreq: ECF 700 and ECC 703 (for Program 1 students only); and SPEDE 768
Hours Includes 15 hrs field experience,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77000 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)**

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods. Students must receive a grade of B or better.

prereq or coreq: SPEDE 76800 and SPEDE 76900; OR SPED 70000 and SPED 79000; OR SPED 70050 and SPED 79000
Hours Includes 15 hrs field experience,
Credits 3
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPEDE 77100 - Autism Spectrum Disorder: Characteristics and Implications for Intervention

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

prereq or coreq: SPEDE 770
Hours Includes 5 hrs of field experience
Credits 3 cr

SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

prereq: SPEDE 768 OR SPED 700
Hours Includes 5 hrs of field experience
Credits 3 cr

SPEDE 77300 - Families, Parenting, and Family-Professional Partnerships: Theories, Research, and Practices (KC)

This yearlong course focuses on the significant influence of the family in early childhood learning and development and evidence-based strategies for creating and sustaining effective family-professional partnerships to optimize family and child outcomes in classroom, home, and community settings. The developmental process of parenting, family capacity-building approaches, and convergence of family and professional expertise to promote child learning and development will be examined across diverse cultures, languages, abilities, settings, and urban contexts.

prereq or coreq: SPEDE 770
Hours 3.0 (YL)
Credits 3.0 (YL)
Includes 5 hrs field experience.

This is a yearlong course.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.
prereq: SPEDE 77000 and SPEDE 77200 (for all programs); and ECC 70400 or ECC 70900 (for Program 1 students only)

**Hours**
3 hrs: includes 5 hrs field experience

**Credits**
3 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2**

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

**prereq or coreq:** SPEDE 76900

**Hours**
15 hrs

**Credits**
1 cr

**SPEDE 77600 - Introductory Field Experience in Early Childhood Special Education (KC)**

Preparatory experience in a program supporting young children with diverse abilities; emphasis on what it means to be an early intervention/early childhood special education professional; One field placement of 10 days in a Kindergarten or Grade 1 or 2 setting.

**prereq:** ECC 71200 (for Program 1 students only)

**prereq or coreq:** SPEDE 77000

**Hours**
2 hrs

**Credits**
2 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE 77651 - Field Experiences in Early Childhood and/or Childhood Special Education with an Annotation in Severe Disabilities: Autism**

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1 and 2, grades 306; both of these experiences must be with children who have autism spectrum disorders.

**prereq or coreq:** SPEDE 77100 or permission of the program coordinator

**Hours**
30 hours seminar plus 60 hours of field experience

**Credits**
2 cr
SPEDE 77750 - Student Teaching: Early Childhood Special Education with Annotation in Severe Disabilities

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels; Pre-K (Birth–5); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 76700
Hours 30 hrs seminar plus 40 days,
Credits 4 cr

SPEDE 77800 - Student Teaching in Early Childhood Special Education (KC)

Supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and an abbreviated field experience. (Note that students who take SPEDE 77800 must also take SPEDE 77900 in addition to either SPEDE 77910 or SPEDE 77920 and the placement for SPEDE 77800 must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2 – than SPEDE 779. One semester of SPEDE 778 or SPEDE 779 must be in a PreK setting.)

prereq: SPEDE 77600, ECC 71200
prereq or coreq: SPEDE 77100
Hours 1.0
Credits 1.0
(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

30 hrs seminar plus 30 days student teaching

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77820 - Final Student Teaching in Early Childhood Special Education (KC)

Second, full-semester, intensive supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.20 must have already taken either SPEDE 77810 or SPEDE 77910 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting.)

prereq: SPEDE 77400 and either SPEDE 77810 or SPEDE 77910
Hours 3 hrs. plus full semester of student teaching
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77850 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities
Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 76700  
Hours 30 hrs seminar plus 20 days,  
Credits 2 cr  
(Note that students who take SPEDE 77850 must also take SPEDE 77950 and the placements must be at different age/grade levels. Students must be in an early childhood program with learners with severe disabilities for the entire semester.)

**SPEDE 77900 - Practicum in Early Childhood Special Education (KC)**

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200  
prereq or coreq: SPEDE 77100  
Hours 30 hrs seminar plus conferences,  
Credits 2  
(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth–five], Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPEDE 77910 - Initial Practicum in Early Childhood Special Education (KC)**

First intensive supervised experience designed as a practicum at the candidate's job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.10 must also take SPEDE 77820 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

prereq: SPEDE 77600  
Hours 3 hrs plus full semester of practicum experience in worksite  
Credits 3 cr.  
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPEDE 77950 - Practicum in Early Childhood Special Education with an Annotation in Severe Disabilities**

Supervised practicum in an age/grade level other than that used in SPEDE 77850 practice in the implementation of skills developed through coursework and field experiences. Students must be in an early childhood program with learners with severe disabilities for the entire semester.
prereq: SPEDE 76700
Hours 30 hrs seminar plus conferences,
Credits 2 cr

SPEDE 77951 - Practicum in Early Childhood Special Education (KC)
Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 78000 - Language Teaching Approaches and Strategies for Young Children with Autism Spectrum Disorders
Assessment and instructional approaches to teaching language to young children with autism, including picture communication systems. Verbal behavior and visual supports for early literacy: collaboration with speech language therapists and parents.

prereq or coreq: SPEDE 77100 or permission of the program coordinator
Credits 1 cr

SPEDE 78100 - Incidental Teaching and Other Naturalistic Behavioral Strategies
Overview of naturalistic behavioral strategies used in the education of young children with autistic spectrum disorders including incidental teaching, pivotal response training, natural language paradigm, and establishing operations to teach in the natural environment; involving parents.

prereq or coreq: SPEDE 77100 or permission of the program coordinator
Credits 1 cr

SPEDE 78200 - Higher Functioning Children with Autism Spectrum Disorders
Understanding the special needs of higher functioning children with autism spectrum disorders; assessment, instructional approaches, models, and methods for use in educational settings.

prereq or coreq: SPEDE 771 or permission of the program coordinator
Credits 1 cr

SPEDE 78300 - Inclusion of Children with Autism Spectrum Disorders
Why, when and how to include children with autism spectrum disorders in the educational mainstream; strategies that work for different types of students, families, and school environments.

prereq or coreq: SPEDE 771 or permission of the program coordinator
Credits 1 cr
SPEDE 79900 - Field Experiences in Childhood Special Education (KC)

This is a supervised practicum and seminar with practice in the implementation of skills developed through coursework and field experiences. This course will provide the teacher candidate with an expanded range of experiences in early childhood special education settings. In addition, the course will heighten the teacher candidate's focus on critical features of best practice as defined by the recommendations of the Council for Exceptional Children. This will help to strengthen the teacher candidate's skills in analyzing and utilizing a range of instructional strategies.

Hours 30  
Credits 2  
This is a year-long course  

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs  
Credits 3

COCO 70100 - Counseling Skills and Interviewing Techniques (KC)

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs  
Credits 3  

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

Hours 45 hrs  
Credits 3

COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

Hours 45 hrs  
Credits 3
COCO 70500 - Vocational Assessment and Placement

Application of principles of occupational development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of the disabled. Sources and uses of occupational information, labor market trends. Emphasis on vocational evaluation, job development, follow-up.

Hours 45 hrs
Credits 3

COCO 70600 - Group Counseling (KC)

Theory and principles of group counseling. Developing group-counseling skills through practice.

prereq: COCO 70100 and COCO 70200

Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COCO 70700 - Multicultural Aspects of Counseling

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

Hours 45 hrs
Credits 3

COCO 70800 - Measurement and Appraisal

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

Hours 45 hrs
Credits 3

COCO 70900 - Research Methods in Counseling

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

Hours 45 hrs
Credits 3

COCO 71000 - Chemical Dependency: Issues in Counseling

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.
COCO 71100 - Supervision and Administration in Counseling

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

Prereq: COCO 70600 and COCO 71800

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

COCO 71500 - Family Systems and Counseling Issues

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

COCO 72300 - Transition from School to Adult Living for Youth with Disabilities

Services, programs, and processes for facilitating the transition of youth with disabilities and youth at risk from school to work, postsecondary education, independent living, and adult roles.

COCO 72700 - Special Topics in Counseling

Study of significant issues, problems, and emerging trends in counseling.

COCO 72800 - Special Topics in Counseling

Study of significant issues, problems, and emerging trends in counseling.
COCO 73500 - Seminar in Chemical Dependency

Counseling Skills and Techniques Introduces students to the various types of counseling involved in working with people who are chemically dependent. Students will have the opportunity to test skills and techniques necessary for counseling in a variety of settings that serve people with chemical dependencies.

Hours 45 hrs,  
Credits 3 cr

COCO 74100 - Independent Study

Students will carry out independent project approved by faculty and supervised by a staff member.

Hours 15 hrs (supervised),  
Credits 1 cr

COCO 74200 - Independent Study

Students will carry out independent project approved by faculty and supervised by a staff member.

Hours 30 hours (supervised),  
Credits 2 cr

COCO 74300 - Independent Study

Students will carry out independent project approved by faculty and supervised by a staff member.

Hours 45 hrs hours (supervised),  
Credits 3 cr

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

prereq or coreq: DSM-IV Workshop  
Credits 3

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

Hours 45  
Credits 3
COUNM 72000 - Mental Health Counseling: Program Development and Evaluation

The course focuses on the development and evaluation of mental health programs in culturally/linguistically diverse urban settings from program inception onward including assessment to insure quality services. The course covers federal, state and local governmental inpatient and outpatient mental health treatment services, not-for-profit organizations and community-based mental health service programs.

prereq or coreq: COUNM 71600 and COUNM 71700
Hours 45
Credits 3

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45
Credits 3

COUNS 71800 - Practicum in Counseling (KC)

This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

prereq: COCO 70100; COCO 70200
prereq or coreq: COCO 700; COUNS 719; COUNS 717
Hours 100
Credits 3 credits
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 71900 - Advanced Counseling Skills and Contemporary Issues

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

prereq: COCO 70100 and COCO 70200
coreq: COUNS 71800
prereq or coreq: COUNS 71700
Hours 3 hrs.
Credits 3 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 72100 - Counseling Interventions for Children and Adolescents
This course focuses on prevention and intervention of mental health disorders of children and adolescents.

**prereq:** COCO 70800  
**Hours** 45  
**Credits** 3

**COUNS 72200 - Consultation and Collaboration with School, Family, and Community**

This course provides school counselors with the knowledge and skills to create a supportive school climate that includes collaborative work with school personnel, family, and community to cultivate an inclusive, nurturing, and physically safe learning environment for school stakeholders, including students, staff, families, and community. Specifically, counselors will gain the knowledge and skills to be school leaders and engage in consultation, collaborative problem solving, and systems-level interventions in school settings. Theories, models and processes of consultation and change with administrators, teachers, parents, community and mental health agencies, and students will be addressed. Consultation within a cross-cultural and ethical framework will be emphasized with particular focus on students with behavioral and learning issues. The majority of this course will be devoted to learning about and developing skills and strategies required to conduct collaborative consultation services. The course format and assignments include lecture, applied case work, group work, student presentations and class discussion.

**prereq or coreq:** COUNS 72500  
**Hours** 3 hrs.  
**Credits** 3 cr.

**COUNS 72500 - Internship in Counseling I (KC)**

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with effectiveness as a counselor while working with students in a K-12 school setting. Specifically, students will complete 300 fieldwork hours under the supervision of a certified school counselor while simultaneously taking a group supervision course at Hunter College taught by a Hunter faculty member.

**prereq:** COCO 71800 and COCO 71900  
**prereq or coreq:** COUNM 71700 or COUNR 72000 or COUNS 72100  
**Hours** Each 300 hrs to be arranged in selected field settings  
**Credits** 4 cr each semester  
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**COUNS 72600 - Internship in Counseling II (KC)**

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with their effectiveness as a counselor. Students will continue developing school counseling skills, including data analysis and action plans, responsive services, and consultation with school personnel.

**prereq:** COCO 72500  
**Hours** 4 hrs.  
**Credits** 4 cr.  
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**COUNR 71600 - Resources and Foundations of Rehabilitation**

History, philosophy, and principles of the vocational rehabilitation process. Economic, legal, ethical, and social issues influencing rehabilitation services. Observation of services available in state, city, and private agencies.

*Hours 45 hrs  
Credits 3*

**COUNR 72000 - Medical Aspects of Disability**

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

*Hours 45 hrs  
Credits 3*

**COUNR 73000 - Counseling with the Aging**

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

*Hours 45 hrs  
Credits 3*

**COUNS 72000 - Culminating Seminar in School Counseling**

With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review. (Taken last semester prior to graduation)

*prereq: COCO 70900  
prereq or coreq: COCO 72600  
Hours 45  
Credits 3*

**EDPS 70000 - Educational Psychology Proseminar**

This proseminar consists of workshops, discussions and presentations on topics orienting students to the field of educational psychology and introducing them to the research interests of faculty members.

*Credits: none*

**EDPS 70100 - Statistics and Statistical Computing in Education I**
This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

*Hours 60
Credits 4*

**EDPS 70200 - Educational Research Methods**

This course is to increase students' understanding of the nature, purposes, needs, and types of research conducted by educational researchers and psychologists. Students will learn a range of research designs and methods, and their applications to education-related settings and issues.

*Hours 60
Credits 4*

**EDPS 70300 - Learning and Behavior Theories**

This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

*Hours 60
Credits 4*

**EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education**

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

*prereq: EDPS 70200
coreq: EDPS 70300
Hours 60
Credits 4*

**EDPS 71200 - Multicultural Issues in Learning and Instruction**

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

*prereq or coreq: EDPS 70200
Hours 3
Credits 3*

**EDPS 71300 - Cognition and Educational Technology**
This course covers research about the influence of educational technology on the development of thinking and learning.

Hours 3
Credits 3

EDPS 71400 - Course Title Applied Motivation Theory in Education

The goal of this graduate course is to review the major questions, methods, and theories of motivation in educational psychology—both past and present. A historical perspective is provided as a foundation for understanding the evolution and development of various theories of motivation in educational and psychology, which shape current thinking and research in the field. Furthermore, contemporary methods, research, and theory will be provided. Implications for practice will be discussed.

Hours 3
Credits 3

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200
Hours 60
Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100
coreq: EDPS 70200
Hours 3
Credits 3

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 3
Credits 3

EDPS 72500 - Assessment in Schools
The goal of this graduate course is to introduce students to the field of educational assessment taken broadly, with a focus on how academic assessments are used in prek-16 education within the US and internationally in the 21st century. Students will become familiar with theory, research, and practice in the areas of classroom assessment, assessment of teacher quality, and assessment of large educational systems. Students will acquire the knowledge and skills to critique assessment policies in terms of implementation, ethics, and impacts.

**EDPS 74100 - Mediating Factors in Student Achievement**

This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

*prereq: EDPS 70300*

**EDPS 74200 - Qualitative Research Methods in Education**

This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

**EDPS 74300 - Special Topics in Educational Psychology**

This course will examine current research regarding a selected topic within the field of educational psychology; topics and readings will vary by semester.

*prereq: EDPS 70100, EDPS 70200, EDPS 70300*

**EDPS 74900 - Independent Study in Educational Psychology**

Permission of faculty adviser and chairperson required. Independent study in the area of educational psychology. A maximum of 4 credits of independent study may be counted toward the degree.

**EDPS 79000 - Educational Psychology Seminar**
EDPS 79100 - Educational Psychology Seminar 2

This is semester 2 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100

Hours 2
Credits 2

EDPS 79500 - Educational Psychology Thesis Research 1

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100

Hours 3
Credits 3

EDPS 79600 - Educational Psychology Thesis Research 2

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79500, and either EDPS 72100 or EDPS 71100

Hours 3
Credits 3

HED 71400 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

prereq or coreq: CEDF 70900
HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners’ needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500

EDLIT 73100 - Literacy Assessment: Birth–Grade 6 (KC)

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards.

prereq or coreq: ECC 70400 and EDLIT 73500

EDLIT 73200 - Children's Literature

Exposure to the breadth, depth, and utilization of children's literature and its role in children's development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined.

EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6
Development and assessment of writing skills including analysis of techniques and environments that foster writing development in all children (ESL, gifted, special needs). State writing standards and technology are integrated.

*Hours* Includes 15 hours in the field observing and analyzing writing development  
*Credits* 3 cr

**EDLIT 73400 - Literacies within the Disciplines: K–Grade 6**

Exploration into the literacy demands inherent in the academic subjects of math, science, health education and social studies, as well as media, technology and the arts.

*prereq or coreq:* ECC 70400 and EDLIT 73500  
*Hours* Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy  
*Credits* 3 cr

**EDLIT 73500 - Survey of Instructional Approaches in Literacy Education: Grades K-12**

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

*Hours* Includes 5 hours fieldwork  
*Credits* 3 cr

**EDLIT 73600 - Practicum in Literacy Assessment (KC)**

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for assessing literacy achievement and related language skills.

*prereq:* EDLIT 73100  
*Hours* Includes 15 hours of diagnosis, under supervision, of students with reading difficulties  
*Credits* 3 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**EDLIT 73700 - Practicum in Literacy Intervention (KC)**

Theoretical and practical consideration and procedures in the instruction of students with literacy difficulties.

*prereq:* EDLIT 73600  
*Hours* Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College  
*Credits* 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDLIT 73900 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Pre-K-6

Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in early childhood and childhood settings, with emphasis on students with special needs.

prereq or coreq: None
Hours 3 (includes 15 hours fieldwork)
Credits 3

EDLIT 73901 - Delays in Early Language and Literacy Development in Young Children with Special Needs

Historical, theoretical, and research-based teaching practice issues related to literacy and language instruction for children with special needs, ages birth through second grade.

coreq: ECC 70400
Hours Includes 5 hrs observation in an inclusive early childhood setting or a program with special needs focus, 15 hrs,
Credits 1 cr

EDLIT 73902 - Special Needs Issues in Literacies within the Curriculum

Adaptation, modification and management of instruction, curriculum, the learning environment, materials and technology across the curriculum for children with special learning needs.

prereq: EDLIT 73901
Hours 15 hrs,
Credits 1 cr

EDLIT 73903 - Adaptations and Modifications in Approaches to Literacy for Students with Special Needs

Adaptation and modification of instructional strategies, technology and curriculum in literacy for full inclusion of children with disabilities.

prereq: EDLIT 73902
Hours 15 hrs,
Credits 1 cr

EDLIT 74000 - Leadership in Literacy (KC)
Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master's in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.

prereq: EDLIT 74500; minimum of 27 credits in the literacy program
Hours 45 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 74100 - Selected Topics

In-depth study of emerging areas related to literacy education for children birth through grade 6.

prereq or coreq: approval of the instructor
Hours 45 hrs,
Credits 3 cr
This is an elective course.

EDLIT 74200 - Practicum in Literacy (KC)

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.

prereq: Pre-requisite EDLIT 73100
Hours 15 hr seminar plus 50 hrs in the field,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 75200 - Practicum in Literacy (KC)

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.

prereq: Pre-requisite EDLIT 75600
Hours 15 hours in seminar and 50 hours of field experience
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 75300 - Methods of Teaching Writing: Grades 5-12
Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.

*Hours includes 15 hours fieldwork
*Credits 3

**EDLIT 75400 - Literacies within the Disciplines: Grades 5-12**

Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.

*prereq: Pre-requisite EDLIT 73500 and EDLIT 75500
*Hours 3.0
*Credits 3.0
*Includes 10 hours in classrooms focused on literacies within the disciplines.

**EDLIT 75600 - Literacy Assessment: Grades 5-12 (KC)**

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instruction planning and meeting NYS English Language Arts performance standards.

*prereq: 9 credits in the content core
*Hours includes 15 hours in the field assessing diverse learners
*This Key Course requires a grade of B or better.
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
*This course may be repeated only once.

**EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12 (KC)**

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

*prereq: EDLIT 75600
*Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students
*Credits 3

*This Key Course requires a grade of B or better to pass.
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
*This course may be repeated only once.

**CEDC 75400 - Differentiating Curriculum for Gifted and Talented Learners**

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs
from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the fulltime gifted school.

Cross-listed SPED 75400
Hours includes 10 hrs field experience
Credits 3

**EDABA 72000 - Managing Behavior Analytic Records**

This course provides a comprehensive review of the legal and ethical management of behavior analytic records in the context of professional behavior analytic practice. Topics to be covered include the legal and regulatory requirements for behavior analytic record keeping along with use of behavior analytic data in professional practice.

Hours 2
Credits 2

**EDABA 75000 - Analysis of Verbal Behavior**

This course introduces students to a behavior analytic approach to language and to the interaction between speakers and listeners. The course will cover types of elementary verbal behavior. Students will learn to recognize examples of these concepts as they occur in everyday life. Research articles that report on teaching verbal behavior to learners will be analyzed.

prereq: EDABA 795, EDABA 796, and EDABA 798
Hours 3
Credits 3

**EDABA 75500 - Functional Behavior Assessment**

This course examines various behavior analytic assessment methods that are designed to identify the function of challenging behavior. Both experimental and non-experimental assessment methodologies will be examined along with methods of data collection and analysis.

prereq: EDABA 795 or EDABA 798
Hours 3
Credits 3

**EDABA 77000 - Practicum in Applied Behavior Analysis I (KC)**

This course is designed to teach students about personnel supervision and management and to give them some experience conducting fieldwork. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from discriminated operants, reinforcement schedules, and social learning. applied behavior analytic interventions is required. Specific topics to be covered during this course include: how to go about accruing certification hours, securing a supervision contract, and how to adequately train and supervise staff.

prereq: EDABA 795 and approval of graduate advisor
Hours 3
Credits 3
Includes 180 hours of field experience.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDABA 77100 - Practicum in Applied Behavior Analysis II (KC)**

This course is the second of a two-course sequence in conducting fieldwork in applied behavior analytic settings. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from applied behavior analytic interventions is required.

*prereq: EDABA 770 and approval of graduate advisor*

*Hours 3*

*Credits 3*

Includes 180 hours of field experience.

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDABA 78000 - Thesis I (KC)**

This course is the first course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct a literature review, develop a research proposal, and apply for necessary research approvals.

*prereq: EDABA 790, EDABA 791 and approval of graduate advisor*

*Hours 3 plus conferences*

*Credits 3*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDABA 78100 - Thesis II (KC)**

This course is the second course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct an original research project based on the proposal developed in EDABA 780.

*prereq: EDABA 780 and approval of graduate advisor*

*Hours 3 plus conferences*

*Credits 3*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDABA 79000 - Single-Subject Research Design**

This course is an introduction to single-subject research methods used in applied behavior analysis. In addition, data collection, data analysis, and data presentation will be covered.
EDABA 79100 - Ethics and Professionalism for Applied Behavior Analysts

This course provides an introduction to ethical and professional behavior for applied behavior analysts. Topics to be covered include a variety of ethical and professional issues for applied behavior analysts as they relate to research and practice.

EDABA 79500 - Applied Behavior Analysis I (KC)

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

EDABA 79600 - Applied Behavior Analysis II (KC)

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

prereq: EDABA 79500

EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.
EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

prereq: EDABA 79500 or EDABA 79800
Hours 45
Credits 3

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience
Credits 3

SPED 70100 - Assessment of Students with Disabilities

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

prereq or coreq: SPED 70000
Hours 45 hours; includes 10 hrs of field experience
Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45
Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge,
curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

*Hours 45
Credits 3*

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

*prereq or coreq: SPED 70000
Hours 45 hours; includes 15 hrs of field experience
Credits 3*

**SPED 70250 - Classroom Management in Special Education and Inclusive Settings**

Develops skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100
Hours Includes 20 hrs of field experience, 45 hrs,
Credits 3 cr*

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

*prereq: SPED 70000
coreq: current employment as a teacher or enrollment in student teaching
Hours Includes 10 hrs of field experience, 45 hrs,
Credits 3 cr*

**SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs**

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.
SPED 70500 - Use of Instructional Technology in Special Education

Computer lab course focused on both broadly based and specialized applications for supporting students with learning disabilities, mild, moderate mental retardation, and behavioral disorders. Focus on select number of tools and their multiple uses. Also, overview of specialized computer curriculum software, web resources, and assistive technology for students with severe disabilities.

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

SPED 70700 - Research Seminar: Issues in Special Education (KC)

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.
Credits 3 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 70751 - Advanced Seminar in Special Education Practice**

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

*Hours 45*

*Credits 3*

**SPED 70751 - Advanced Seminar in Special Education Practice (For those in Advanced Preparation in Special Education)**

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

*Hours 45*

*Credits 3*

**SPED 71051 - Independent Study in Special Education**

Designed to allow advanced students to further their understanding and skill within special education.

*Hours 15-45 hrs, Credits 1-3 cr*

Students must obtain the approval and participation of a special education adviser to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71052 - Independent Study in Special Education**

Designed to allow advanced students to further their understanding and skill within special education.

*Hours 15-45 hrs, Credits 1-3 cr*

Students must obtain the approval and participation of a special education adviser to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71053 - Independent Study in Special Education**
Designed to allow advanced students to further their understanding and skill within special education.

**SPED 71151 - Independent Study in Deaf and Hard-of-Hearing**

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

*Hours 15-45 hrs,
Credits 1-3 cr*

Students must obtain the approval and participation of their adviser to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71152 - Independent Study in Deaf and Hard-of-Hearing**

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

*Hours 15-45 hrs,
Credits 1-3 cr*

Students must obtain the approval and participation of their adviser to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71153 - Independent Study in Deaf and Hard-of-Hearing**

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

*Hours 15-45 hrs,
Credits 1-3 cr*

Students must obtain the approval and participation of their adviser to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71251 - Independent Study in Blindness and Visual Impairment**

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

*Hours 15-45 hrs,
Credits 1-3 cr*

Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 71252 - Independent Study in Blindness and Visual Impairment**

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.
SPED 71253 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

Hours 15-45 hrs,
Credits 1-3 cr

Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment (KC)

Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 72000 - American Sign Language I

An intensive first course in American Sign Language (ASL), designed to establish a foundation of ASL communicative competence. Emphasizes ASL grammar, vocabulary, receptive and expressive skills, fingerspelling, numbers, and spatial and pronominal reference.

prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience, 90 hrs lab,
Credits 3 cr

SPED 72100 - American Sign Language II

This intensive course continues material covered in SPED 720. Emphasizes increased communicative competence in ASL, as well as grammar, vocabulary, and receptive and expressive skills.

prereq: SPED 72000
Hours Includes 10 hrs of field experience 90 hrs lab,
Credits 3 cr

SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. Differences are highlighted between ASL and English
linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course.

prereq: SPED 72100
Hours 60 hrs lab,
Credits 2 cr

**SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing**

History of theory, practice and conceptualizations in the education of students who are deaf and hard-of-hearing. The study of language acquisition (English and ASL), bilingualism, and learning English as a second language in hearing and deaf children. Linguistic understanding and analysis of the components of language proficiency. Educational settings, issues of inclusion, and use of technology.

*Hours* Includes 10 hours of field experience 45 hrs,
Credits 3 cr

**SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of Hearing: Methods 1**

Theoretical and practical aspects of deaf children's receptive and expressive language use. Instructional procedures used to facilitate language acquisition in deaf and hard-of-hearing children and their learning to read and write. Assessment, instructional procedures, specific remediation techniques, and technology supports.

prereq: SPED 70000 and SPED 73000
coreq: must take SPED 73300 in semester immediately following.
*Hours* 3 hrs
*Credits* 3 cr.
*Fall only*

**SPED 73300 - Math and Across-the Curriculum Adaptations for Students who are Deaf and Hard-of Hearing: Methods 2**

Methods for assessing and teaching deaf and hard-of-hearing students in mathematics, science, social studies, other content areas, and time/space organization. Focus on math concept development and compensations; reading/writing and the arts across the curriculum; and organizational strategies for school, home and life.

prereq: (immediate preceding semester) SPED 73100
prereq or coreq: SPED 70000
*Hours* Includes 15 hrs of field experience
*Credits* 3 credits
*Spring only*

**SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing**
Psycho-acoustic aspects of speech sounds and their relationship to speech acquisition in hearing and deaf children. Effects of various degrees of hearing loss on speech acquisition; sense modalities in speech production; typical voice and speech errors in deaf and hard-of-hearing children; methods, procedures, materials, and technology used for speech development and remediation; inclusion of deaf and hard-of-hearing students.

prereq or coreq: SPED 70000  
*Hours Includes 5 hrs of field experience*  
*Credits 3*

**SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing**

Principles and methods of teaching speech and auditory training. Methods, procedures and materials used in development of oral communication, supports for inclusive settings and use of technology.

prereq or coreq: SPED 70000  
*Hours Includes 5 hrs of field experience*  
*Credits 3 credits*

**SPED 73700 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 12 (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills prerequisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300  
*Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,*  
*Credits 4 cr*

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6 (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 721, SPED 733  
*Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,*  
*Credits 2 cr*

*This Key Course requires a grade of B or better to pass.*
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12 (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

*prereq or coreq: SPED 721, SPED 733*

*Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,*

*Credits 2 cr*

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 73752 - Practicum: Deaf and Hard-of-Hearing, Preschool–Grade 6**

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

*prereq or coreq: SPED 721, SPED 733*

*Hours 30 hrs seminar, plus conferences,*

*Credits 2 cr*

**SPED 73753 - Practicum: Deaf and Hard-of-Hearing, Grade 7–12**

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

*prereq or coreq: SPED 721, SPED 733*

*Hours 30 hrs seminar, plus conferences,*

*Credits 2 cr*

**SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

*prereq or coreq: SPED 72100, SPED 73300*

*Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,*
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73762 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 5-9 (KC)

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73763 - Supervised Practicum: Deaf and Hard-of-Hearing, Grade 7–12 (KC)

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 7300, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

prereq or coreq: SPED 74000
Hours includes 10 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.

prereq or coreq: SPED 74000, SPED 74100
Hours includes 15 hrs of field experience
Credits 3

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)
History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

prereq or coreq: SPED 74000, SPED 74100  
Hours Includes 10 hrs of field experience  
Credits 3

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 74400 - Assistive Technology for Learners with Visual Impairments**

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

prereq: SPED 74300  
Hours 45 hrs,  
Credits 3 cr

**SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments**

Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

prereq or coreq: SPED 74000, 74100, 74200, 74300  
Hours 15 hrs,  
Credits 1 cr

**SPED 74600 - Educational Implications of Learners Who Are Deafblind**

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

prereq: SPED 70000, SPED 79000 or SPED 74100  
Hours Includes 10 hrs of field experience  
Credits 3
SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000, 74100
Hours includes 10 hrs of filed experience
Credits 3 cr

SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired at two grade levels that do not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, adapting sensory environments, selecting appropriate learning media, adapting curriculum through tactile graphics, developing IEPs, and forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,
Credits 4 cr

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12 (KC)
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 74000, SPED 74100*

*Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,*

*Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6 (KC)**

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 74000, SPED 74100*

*Hours 30 hrs seminar, plus conferences,*

*Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12 (KC)**

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 74000, SPED 74100*

*Hours 30 hrs seminar, plus conferences,*

*Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours structured conferences, plus 20 days student teaching.
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnership with families.

prereq or coreq: SPED 74000, SPED 74100
Hours structured conferences, plus 20 days student teaching.
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

Hours includes 10 hrs field experience, 45 hrs,
Credits 3 cr

SPED 75000 - The Study of Behavior Disorders

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs.

prereq or coreq: SPED 70000
Hours Includes 20 hrs of field experience

SPED 75051 - The Study of Behavior Disorders (KC)

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders (KC)**

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students.

*prereq or coreq: SPED 75000*

*Hours* Includes 20 hrs of field experience

*Credits* 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders (KC)**

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students. Advanced students must complete individually-tailored assignments.

*Hours* 45

*Credits* 3

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75200 - Student Teaching: Behavior Disorders, Grades 1–3 and 4–6 (KC)**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instructions at grade levels 1–3 and 4–6. Factors influencing teaching and management outcomes such as family influences.

*prereq: SPED 75000*

*prereq or coreq: SPED 75100 or SPED 78150*

*Hours* 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels,

*Credits* 4 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75250 - Student Teaching: Behavior Disorders, Grades 1–3 (KC)**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes such as family influences.

**Prereq:** SPED 75000  
**Prereq or Coreq:** SPED 75100 or SPED 78150  
**Hours** 30 hrs seminar, plus conferences, plus 20 days student teaching  
**Credits** 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75251 - Student Teaching: Behavior Disorders, Grades 4–6 (KC)**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

**Prereq:** SPED 75000  
**Prereq or Coreq:** SPED 75100 or SPED 78150  
**Hours** 30 hrs seminar, plus conferences, plus 20 days student teaching  
**Credits** 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 75252 - Supervised Practicum: Behavior Disorders, Grades 1–3 (KC)**

Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

**Prereq:** SPED 75000  
**Prereq or Coreq:** SPED 75100 or SPED 78150  
**Hours** 30 hrs seminar, plus conferences  
**Credits** 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
**SPED 75253 - Supervised Practicum: Behavior Disorders, Grades 4–6 (KC)**

Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

*prereq: SPED 75000
*prereq or coreq: SPED 75100 or SPED 78150
*Hours 30 hrs seminar plus conferences,
*Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity**

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

*Cross-listed (Cross-listed with CEDF 75300.)*
*Hours 45 hrs includes 10 hrs field experience
*Credits 3 cr

**SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners**

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the full time gifted school.

*Cross-listed (Cross-listed with CEDF 75400.)*
*Hours Includes 10 hrs field experience
*Credits 3

**SPED 75500 - Assessment and Instruction for Diversely Gifted Learners**

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

*Cross-listed (Cross-listed with CEDC 755.)*
*prereq or coreq: SPED 75300 and SPED 75400
*Hours Includes 20 hrs field experience
SPED 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed ADSUP 75600, CEDC 75600, CEDF 75600
prereq or coreq: SPED 75300 and SPED 75400
Hours Includes 10 hrs field experience

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

prereq: SPED 74000, 74100
Hours Includes 10 hrs field experience
Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

prereq: SPED 76000
Hours includes 10 hrs field experience
Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100
Hours 45 hrs,
Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments (KC)
Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

**SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments (KC)**

Provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

**SPED 76500 - Intermediate Orientation and Mobility (KC)**

Theories related to perception, learning and development of individuals who are blind or visually impaired, and/or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

**SPED 76600 - Advanced Orientation and Mobility**

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.
**SPED 76700 - Orientation and Mobility: Internship/Seminar (KC)**

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

**SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar**

This course teaches assessment, evaluation and lesson plan/execution, the systems of mobility used by persons who are visually impaired, and indoor travel techniques used by persons with visual impairments navigating familiar and unfamiliar buildings. Fifteen day summer course.

**SPED 76900 - Advanced Orientation and Mobility Lab and Seminar**

This course provides instruction in, lesson sequencing, pedagogical and andragogical methods for O&M instruction for persons who are blind or visually impaired. Through observation, and practice, this course develops competencies in teaching travel techniques used by persons with visual impairments.

**SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities (KC)**

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and
refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas.

coreq: SPED 77200
prereq or coreq: SPED 70000
Hours 45 plus 10 field hours
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 77100
prereq or coreq: SPED 70000
Hours 30 hours of seminar plus 25 field hours
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77300 - Math Methods for Adolescents with Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.
prereq: SPED 70000
coreq: SPED 77300
Hours 2 hrs: 15 hours of seminar plus 22 lab/clinical hours
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77500 - Supervised Student Teaching of Adolescents with Learning Disabilities (KC)

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities or mild/moderate intellectual disabilities in grades 7-12. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 3 hrs: 30 hrs of seminar plus conferences plus 60 days student teaching
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77550 - Supervised Practicum: Grades 7-12 (KC)

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 3 hrs: 30 hours seminar, plus conferences plus 60 days student teaching
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77551 - Supervised Student Teaching: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching
Credits 1.5 cr

SPED 77552 - Student Teaching: Learning Disabilities, Grades 7-12
Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching
Credits 1.5 cr

SPED 77700 - Supervised Clinical Teaching of Students with Learning Disabilities (KC)

Year-long course. On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100
prereq or coreq: SPED 70000
Hours 15 hours seminar, plus 22 lab/clinical teaching hours
Credits 3 (this course was listed in error as 2 credits in previous catalogs)
Year-long course

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78000 - The Study of Learning Disabilities in Children and Adolescents

History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

prereq or coreq: SPED 70000
Hours 45
Credits 3

SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

prereq: SPED 70000 or 70050
Hours 3 hrs: includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Includes 10 hrs of field experience.

*prereq or coreq: SPED 70000
Credits 3

**SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

*Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

*Hours 45
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100
prereq or coreq: SPED 70000
Hours 15 hrs seminar, plus 20 hrs lab,
Credits 2 cr
Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)**

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

*Hours 15 hrs seminar, plus 20 hrs lab
Credits 2

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

*prereq: SPED 78100/78200
coreq: SPED 78400
Hours 45
Credits 3
Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.
SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum.

prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use

**prereq:** SPED 781/782  
**coreq:** SPED 783  
**Hours** 15 hrs seminar, plus 20 hrs lab  
**Credits** 2 cr  
Spring only  
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use. Advanced students must complete individually-tailored assignments.

**Hours** 15 hrs seminar, plus 20 hrs lab  
**Credits** 2  
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 78500 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6 (KC)

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities in either grades 1–3 or 4–6, whichever is not covered in SPED 78200/SPED 78400. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

**prereq:** SPED 70000 or SPED 70050; SPED 78200  
**Hours** 3 hrs: 45 hrs seminar, plus conferences, plus a semester of student teaching  
**Credits** 3 cr  
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 78550 - Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6 (KC)
Supervised practicum, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 78200/SPED 78400. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 78200
Hours 3 hrs: 45 hrs seminar, plus conferences, plus a semester of student teaching
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 78551 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6**

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 78552.

prereq: SPED 70000 or SPED 70050; SPED 78200
Hours 1.5 hrs: 30 hrs seminar, plus conferences, plus 30 days of student teaching
Credits 1.5 cr

**SPED 78552 - Student Teaching/Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6**

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate intellectual disability in either grades 1–3 or 4–6, whichever is not covered in SPED 78551.

prereq: SPED 70000; SPED 78200
Hours 1.5 hrs: 30 hrs seminar, plus conferences, plus 30 days of student teaching
Credits 1.5 cr

**SPED 78900 - Practicum in Adolescent Special Education (KC)**

On-the-job supervised year-long classroom practicum on providing specially designed instruction in a special education teacher position/role for students in grades 7 - 12 with learning disabilities, behavior disorders and/or mild/moderate mental retardation. Entails supervisory observations by Hunter College faculty, with feedback conferences and individually tailored follow-up assignments for improving instructional planning, teaching, assessment, and student interactions. The 30-hour seminar focuses on effective instructional and behavioral strategies for the first year of teaching, including meeting the needs of students with severe/multiple disabilities (requires successful completion of online workshop related to students with severe/multiple disabilities).

prereq or coreq: SPED 70000
Hours 30 hours seminar, plus conferences
Credits 2 cr.
Year-long course

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.

prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

prereq or coreq: SPED 70000, SPED 79000
Hours Includes 15 hrs of field experience
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 15 hrs of field experience
Credits 3 cr

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness
Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication. Advanced students must complete individually-tailored assignments.

*Hours includes 15 hrs of field experience*

**Credits 3**

**SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities**

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

*prereq: SPED 70000*

*Hours includes 10 hrs of field experience, 30 hrs*

**Credits 2 cr**

**SPED 79400 - Functional Language and Culture of Learners with Low Incidence Disabilities**

This course emphasizes language strategies for English language learners (ELL), cultural/family values, home/school partnerships, teacher expectations and assumptions, classroom environments, learning materials. Students are expected to relate and adapt curriculum and ELL instructional strategies to learners with severe disabilities.

*prereq: SPED 70600*

*Hours Includes 5 hrs of field experience,*

**Credits 1 cr**

**SPED 79500 - Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6**

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

*prereq or coreq: SPED 79000, 79100*

*Hours 30 hrs seminar, plus 40 days of student teaching at two grade levels,*

**Credits 4 cr**

**SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3 (KC)**

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.
prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6 (KC)

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus 20 days of student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3 (KC)

Supervised practicum in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 1–3. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6 (KC)

Supervised practicum placement in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 4–6. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hours seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 79800 - Topics in Special Education**

In-depth study of one area relevant to teaching students with disabilities.

*prereq or coreq: SPED 700*

*Hours 15-45 hrs,*

*Credits 1-3 cr*

**SPED 79900 - Topics in Special Education**

In-depth study of one area relevant to teaching students with disabilities.

*prereq or coreq: SPED 700*

*Hours 15-45 hrs,*

*Credits 1-3 cr*

**SPEDE 77051 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)**

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods.

*prereq: By permission*

*Hours 3 hrs*

*Credits 3 cr.*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77151 - Autism Spectrum Disorder: Characteristics and Implications for Intervention**

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

*prereq: By permission*

*Hours 3 hrs*

*Credits 3 cr.*
SPEDE 77251 - Positive Behavior Support (PBS) and Its Applications to Young Children with Special Needs

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences
Credits 2
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Credits 2 credits

36 days (30 hr Seminar plus 36 days) Pre-K
2 credits

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar plus 36 days student teaching K-2), plus conferences
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Hours 36 days (30 hr Seminar plus 36 days) K-2
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 79552 - Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Hours (30 hr seminar plus conferences) Pre-K
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, pre-K), plus conferences
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPEDE 79553 - Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Hours (30 hr seminar plus conferences) K-2
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPEDE 79553 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, K-2), plus conferences
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDCF 71000 - Social, Historical, & Philosophical Foundations of General and Bilingual Education: Theory and Practice

This course provides a foundation for TESOL and Bilingual Education students in the historical, social and philosophical foundations of general and bilingual education with an emphasis on the development and current educational policies and practices of educating English language learners. Required for TESOL Program 1.

Hours includes 10 hrs of fieldwork
Credits 4

EDESL 70100 - Selected Topics in TESOL
EDESL 701-704 Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 1 cr

EDESL 70200 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 2 cr

EDESL 70300 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 3 cr

EDESL 70400 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 4 cr

EDESL 70500 - Structure of English: A Pedagogical View

The total grammatical system of English seen functionally and pedagogically. Students examine research on various English language structures and develop optimum teaching approaches for presenting these structures.

prereq: LING 70100 or permission of TESOL adviser
Hours 45 hrs
Credits 3
Required of students in Programs One, Two, and the Adult Program.

EDESL 75300 - Supervised Teaching 2 (KC)
One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

prereq: EDESL 75200

Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing. Includes identification and diagnosis of ESL students with special needs. Required of students in Program 1 and Program 2.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4
includes 10 hrs fieldwork

EDESL 77000 - Content and Curriculum & Materials in Adult TESOL

An overview of current theory and practice in the design of content, curriculum, and materials for the teaching of Adult ESL, focusing primarily on designing ESL instruction for academic and adult continuing ESL contexts. Includes adult content area learning and English for Specific purposes, and integrating the 4 language skills.

prereq or coreq: pre- or coreq: EDESL 79600 or permission of TESOL adviser

Hours includes 10 hrs of fieldwork in Adult ESL classrooms

Credits 4

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610
EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: EDESL 79600/79610 and LING 70200 or permission of TESOL adviser

EDESL 77500 - Socio-Cultural Aspects of Language

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

EDESL 77600 - Language Assessment in Adult TESOL

An overview of the theories, concepts, methods, and materials for assessing the language and content knowledge of adult ESL students. For students in Program 3.

prereq: EDESL 79600, LING 70200, EDESL 77000; coreqs: EDESL 77800, 77900, or permission of TESOL adviser

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: LING 70200, EDESL 79600/79610

EDESL 77800 - Teaching Oral Language Skills in Adult TESOL

An overview of current theory and practice in the teaching of oral skills (speaking, listening, and pronunciation) to adult ESL students, focusing primarily on designing ESL instruction to enhance students' skills in these areas. For students in Program 3.

prereq: EDESL 79600
prereq or coreq: pre- or coreq: EDESL 77000

Credits 4
EDESL 77900 - Teaching Reading and Writing Skills in Adult TESOL

An overview of the theory and practice of teaching reading and writing to adults in ESL, with considerations for the wide range of adult ESL learning contexts, including adult continuing education, college English/ESL programs and English for academic purposes. For students in Program 3.

prereq: EDESL 79600
prereq or coreq: EDESL 7700 or EDESL 78700 or EDESL 77500
Credits 4

EDESL 78000 - Seminar in Educational Research (Master's Essay)

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination. This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

prereq: completion of 24 credits and permission of TESOL adviser
Credits 3 cr (year-long)
Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter grade upon satisfactory completion of all course requirements.

EDESL 78300 - Methods in Teaching English as Second Language - PK-12 (KC)

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

Hours 3
Credits 3
Required for students in Program Two and Program Three (Adult Program).

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL 78400 - Fieldwork in TESOL with Adults

Teaching practicum in a field setting with adult learners of English in the Community Outreach Program in English (COPE) on Saturdays. (Sabbath observers meet during the week.) During a weekly seminar, emphasis is placed on peer dynamics, classroom management and setting and exploiting learning activities and environments.

prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs
Credits 3
Required of students in the Adult Program.

EDESL 78410 - Practicum in TESOL for Adults
A hands-on Practicum/teaching experience with adult ESL students in the Community Outreach Program in English (COPE) at Hunter College, that serves as one of two culminating teaching experiences in the Adult Track of the TESOL Program. Students also meet in a weekly seminar immediately after their COPE classes. Required of students in Program 3.

**prereq:** completion of 24 credits or permission of TESOL adviser  
**Hours** 30 hrs plus 60 hrs classroom teaching,  
**Credits** 2 cr.

**EDESL 78420 - Student Teaching in TESOL for Adults**

A student teaching experience (with the guidance of a cooperating teacher) in an academic ESL context (either an Intensive ESL Program or a college ESL class), that serves as one of two culminating teaching experiences in the Adult Track of the TESOL Program. Students also meet in a weekly seminar to discuss their student teaching experiences. Required of students in Program 3.

**prereq:** completion of 24 credits or permission of TESOL adviser  
**Hours** 30 hrs plus 60 hrs classroom teaching,  
**Credits** 2

**EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12**

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

**prereq:** completion of 24 credits or permission of TESOL adviser  
**Hours** 60 hrs seminar plus student teaching and conference  
**Credits** 2  
**this is a year-long course**

**EDESL 78510 - Supervised Student Teaching in the Elementary School: Pre-K–6**

Supervised student teaching in Pre-K through grade 6 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in Pre-K–6; (2) Students with prior certification in another area must teach 20 days in Pre-K–6.

**prereq:** completion of 30 credits or permission of TESOL adviser  
**Hours** 15 hr seminar plus student teaching and conferences,  
**Credits** 2 cr.  
Required of students in Programs One and Two. note: students should not take 788.10 if they are in this course

**EDESL 78520 - Supervised Student Teaching in the Secondary School: Grades 7–12**

Supervised student teaching in grades 7–12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in grades 7–12; (2) Students with prior certification in another area must teach 20 days in grades 7–12.
EDESL 78600 - Phonetics of American English

Phonological (phonetic and phonemic) analysis of contemporary American speech.

prereq or coreq: LING 70100 or permission of TESOL adviser

EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills. This course requires 30 hours of field experiences.

prereq: LING 70300, EDESL 78300 or permission of TESOL adviser

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12 (KC)

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

EDESL 78810 - Supervised Practicum in the Elementary School: Pre-K–6

Teaching practicum at the elementary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices

prereq: completion of 30 credits or permission of TESOL adviser
EDESL 78820 - Supervised Practicum in the Secondary School: Grades 7–12

Teaching practicum at the secondary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices.

prereq: completion of 30 credits or permission of TESOL adviser

Hours 15 hr seminar plus supervised teaching and conferences,
Credits 1 cr
For students in Programs One and Two who teach ESL in a secondary school setting. note: students should not take 785.20 if they are in this course

EDESL 78900 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/ELF to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, materials development.

prereq: LING 701 or permission of TESOL adviser

Hours 45 hrs,
Credits 3 cr
Elective for students in the Adult Program and for students in the Pre-K–12 Programs One and Two who have been waived from a required course.

EDESL 79000 - Technology in TESOL: Adults

Through reading, class discussions, demonstrations, and hands-on applications, students are introduced to a range of technologies available to adult language learners in the computer laboratory, through distance learning, and on the Internet; students are also exposed to procedures in computer-assisted language learning (CALL) and computer-assisted instruction (CAI).

Hours 45 hrs,
Credits 3 cr
An elective for students in Program 3 and for students in Programs 1 and 2 who have been waived from a required course.

EDESL 79100 - Language Assessment in TESOL

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

prereq: LING 70300, EDESL 78300
prereq or coreq: LING 77300, LING 70400

Hours 45 hrs,
Credits 3 cr
EDESL 79200 - Second Language Literacy and Technology

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

prereq: LING 70300; LING 77300; EDESL 78300
Hours 3 hrs
Credits 3 cr
Required of students in both Pre-K–12 Programs One and Two; elective for students in the Adult Program.

EDESL 79300 - Technology in TESOL: Pre-K–12

This mini-course covers basic technology and computer operations/concepts (second language learning software; accessing, generating, manipulating data, and publishing results); the use of technology in personal/professional growth; and the applications of technology for language instruction.

Hours 15 hrs,
Credits 1 cr
Required of students in both Programs One and Two and an elective in the Adult Program.

EDESL 79400 - Teaching ESL Students with Disabilities: Pre-K–12

Overview of issues and practices relevant to the teaching and learning of second language learners with special education needs.

Hours 15 hrs,
Credits 1 cr
Required of students in Programs One and Two.

EDESL 79500 - Health Education for Teachers of ESL: Pre-K–12

An overview of health promotion and wellness for teachers of ESL students from diverse ethnic/cultural backgrounds and different abilities in grades pre-K through grade 12. It includes child abuse and neglect, drug education, fire safety education, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr
Required of students in Programs One and Two.

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in Program 1.

Credits 4 cr.
includes 30 hours fieldwork

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages
An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

*Hours includes 20 hours fieldwork
*Credits 4

**EDESL 79630 - Methodology of Teaching English to Speakers of Other Languages**

*Hours 25 hrs fieldwork
*Credits 4 cr.

**EDESL 79800 - Student Teaching in Academic ESL**

*Hours 60 hrs fieldwork
*Credits 2 cr

**EDESL 79900 - Adult Fieldwork / Practicum (KC)**

*Hours 60 hrs fieldwork
*Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**ESESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL**

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing. Includes identification and diagnosis of ESL students with special needs. Required of students in Programs 1 and 2.

*prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser
*Hours includes 10 hrs fieldwork
*Credits 4

**ESESL 77700 - Socio-Cultural Aspects of Language and Pedagogy**

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

*prereq or coreq: LING 70200, EDESL 79600/79610
*Credits 4

**LING 77300 - Instructed Second Language Acquisition (KC)**
This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

**prereq or coreq:** EDESL 78300; LING 70300

**Hours** 3 hrs  
**Credits** 3 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**Department of Curriculum and Teaching**

**About the Department**

Welcome to the Department of Curriculum and Teaching at Hunter College, the home of a wide variety of graduate and undergraduate programs that will prepare you for one of the highest callings in society: education. Along with the other departments in the School of Education, we carry on the original mission of Hunter College: the preparation of educators.

As part of the largest department in the Hunter College School of Education, Curriculum & Teaching programs prepare teachers and other school personnel in the areas of Childhood Education (elementary), Adolescent Education (secondary), Early Childhood Education, Literacy, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL–K-12 and Adult), and Administration & Supervision. Our primary mission is to prepare teachers for any classroom environment, although we are particularly committed to preparing teachers for the challenges of public education in an urban setting.

The Department of Curriculum and Teaching houses the majority of the programs and courses in the Hunter College School of Education, working closely with departments in the School of Arts & Sciences to train teachers in content area knowledge, and in the methods of teaching such subject areas as English/Language Arts, Social Studies, Foreign Languages, Music, ESL, Bilingual Education, Math, and Science. Its programs ask future teachers and administrators to be thoughtful and knowledgeable educators, advocates for children and other learners, active promoters of social justice, knowledgeable resources, and effective future leaders in education.

**SEDC 71900 - Methods 1: Advanced Study of Secondary Learning Environments for Teaching Computer Science (KC)**

Examines the interrelationship between the educational environment and the adolescent's learning of computer science. Teacher candidates study the basics of classroom management in the teaching of computer science as they explore the content and implementation of proposed national, New York State, and New York City standards for computer science. Fosters the use of technology as an educational tool to improve the technical literacy of the adolescent.

**Hours** 3.0  
**Credits** 3.0

This Key Course requires a grade of B or better.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.
SEDC 72900 - Methods II: Intensive study of Teaching Diverse Learners in Computer Science Grades 7-12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population emerging state and professional standards-based curriculum in computer science. Innovative uses of technology, development of instructional units, individualizing for a diverse population of students, and strategies for managing problem behavior will be emphasized throughout the course.

Hours 3.0
Credits 3.0
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 73600 - Curriculum Design for Computer Science (KC)

This course will prepare candidate teachers to design complete units of study ranging from standalone class units to complete courses to a sequence of courses. Candidates will learn to build developmentally appropriate materials by looking at curriculum from top down and bottom up perspectives as well as how computer science fits within an adolescent's full education.
Candidates will also be required to complete fifty hours of fieldwork. Most of these hours would be at the candidates grade level (high school, primary school, etc.) but will include an experience in levels K-6 and 7-12 to align with state regulations. Fieldwork will be under the supervision of a Hunter College faculty member and a certified teacher in New York City schools selected by the college.

Hours 3
Credits 3
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SED C 75900 - Student Teaching for Computer Science (KC)

Teacher candidates complete 60 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member and a certified teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**prereq:** SEDC 71900 and SEDC 72900

**Hours:** 3.0

**Credits:** 3.0

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

CEDC 70200 - Advanced Elementary Literacy Methods

Advanced Elementary Literacy Methods is the second course of a two-part sequence designed for graduate, pre-service teacher candidates to expand and apply their understanding of the pedagogical strategies and content necessary to teach English language arts to elementary students. In this course, teacher candidates will demonstrate effective literacy instruction through assessing, planning, and teaching elementary students' learning in all facets of literacy and throughout the content areas.

**coreq:** This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600 Reflective Practice in Elementary School Social Studies Curriculum Development, SPED 70800, CEDC 77300 Fieldwork & Teaching Seminar 2.

**Hours:** 45

**Credits:** 3

CEDC 73900 - Advanced Methods in Elementary School: Mathematics, Science, and Social Studies

This graduate advanced methods builds on and extends the initial methods courses in the areas of mathematics, science, and social studies and also explicitly connects theory from mathematics, social studies, and science methods courses to practice by supporting teacher candidates to design and enact lessons in the context of the elementary school classroom. Students will grapple with the complexities of how students learn content and design/conduct assessments, develop lesson plans and unit plans, and critically reflect on their teaching practice. Students will face the realities of teaching content in schools given the school resources in terms of curriculum and technology and within the curriculum guidelines of the state and district.

**prereq or coreq:** CEDC 70300, CEDC 70600, CEDC 70500

**Credits:** 3

In order to take this course students have to be accepted into the ‘clinically rich’ track of the Masters in Childhood Education program that leads to certification.

EDLIT 75500 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Grades 5-12

Exploration of historical, theoretical and researchbased teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in secondary settings, with emphasis on students with special needs.
EDESL 73200 - Second Language Literacy and Language

This course offers an in-depth treatment of the literacy and language knowledge needed for the teaching of literacy skills through the various content areas (math, science, social studies, literature) to English language learners. Requires 10 hours of fieldwork.

prereq or coreq: EDESL 78300
Hours 3 hrs plus 10 hrs of fieldwork
Credits 3 cr

EDESL 74100 - Teaching ESL Oral Skills

This course will begin by addressing theory and practice of both the acquisition and teaching of oral and listening skills in adult ESL. It will then focus on how oral and listening skills can be taught to adults from diverse cultural and linguistic backgrounds, addressing cognitive, emotional, social, and personal differences among students.

prereq: EDESL 70200, EDESL 70300
Hours 3 hrs
Credits 3 cr

EDESL 74200 - Teaching ESL Reading and Writing

The course will cover theories of reading and writing, as well as focus on the teaching methods and practices that grow out of them. The primary focus of the course will be the process of learning about how L2 literacy skills are acquired.

prereq: EDESL 70200, EDESL 70300
Hours 3 hrs
Credits 3 cr

EDESL 74300 - Language Assessment for Adult ESL Classrooms

This course introduces students to relevant theory and current practice in the area of language assessment and integrates the two in order to provide students with both conceptual understanding and practical experience with language assessment. The course will examine key concepts and current debates, including validity, reliability and the ethics of high-stakes testing.

prereq: EDESL 702 and EDESL 703
Hours 3 hrs
Credits 3 cr

EDESL 75200 - Supervised Teaching 1 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.
prereq: Completion of 24 credits or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

EDESL 77400 - Methods of TESOL in Academic Contexts

A course in teaching methods of English as a Second or Other Language (ESOL) in higher education and other academic settings, with a special focus on the teaching of academic writing skills.

prereq: At least 12 credits in the program, including EDESL 78200 and LING 70300
Hours 3
Credits 3

EDESL 78100 - Curriculum and Materials in Adult TESOL (KC)

Overview of the various curriculum and materials options for learning ESL/EFL (listening and an oral comprehension, speaking and conversation, reading and vocabulary building, writing and composing, textbook series for children and adults, dictionaries, computer-assisted learning materials, video programs and others). Attention is given to classroom management tasks, setting up and exploiting various learning environments, and general literacy concerns.

prereq or coreq: EDESL 78200
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 78200 - TESOL Methods for Adult Education (KC)

A treatment of effective TESOL practices, classroom management, and learning environments appropriate to the adult classroom. Twenty-five hours of field experience/observation is a part of this course.

Hours 45 hrs
Credits 3 cr

Required of students in the Adult Program and an elective for students in the Pre-K–12 Programs One and Two who have been waived from a required course.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

LING 70300 - Analysis and Structure of English I

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies,
literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 15 hours of field experience.

**prereq or coreq: EDESL 78300**

**Hours 3 hrs**

**Credits 3 cr**

**LING 70400 - Analysis and Structure of English 2**

The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 10 hours of field experience.

**prereq: EDESL 78300, LING 70300**

**Hours 3 hrs**

**Credits 3 cr**

**EDUC 71700 - Supervised Clinical Experience 1**

This course is an opportunity for teacher candidate to engage in one semester of supervised clinical experience in a classroom that corresponds with the grade levels and content area in which the teacher candidate is seeking certification. Emphasis is placed on teacher candidates developing a reflective stance on their supervised clinical experience. Teacher candidates in this course will be coached by a Hunter College School of Education field supervisor. This course is intended to supplement other clinical experiences previously completed by teacher candidates and requires a minimum of 10 hours per week in a clinical placement.

**prereq: Departmental permission required.**

**Credits 1.0**

**Contact hours include five 3-hour seminars (total 15 contact hours); minimum of 10 hours of clinical experience per week.**

*Students must complete this course with a grade of B or better, or they must request permission to repeat the course.*

**EDUC 71800 - Supervised Clinical Experience 2**

This course is an opportunity for teacher candidate to engage in one semester of supervised clinical experience in a classroom that corresponds with the grade levels and content area in which the teacher candidate is seeking certification. Emphasis is placed on teacher candidates developing a reflective stance on their supervised clinical experience. Teacher candidates in this course will be coached by a Hunter College School of Education field supervisor. This course is intended to supplement other clinical experiences previously completed by teacher candidates and requires a minimum of 20 hours per week in a clinical placement.

**prereq: Departmental permission required.**

**Credits 2.0**

**Contact hours include ten 3-hour seminars (total of 30 contact hours); minimum of 20 hours of clinical experience per week.**

*Students must complete this course with a grade of B or better, or they must request permission to repeat the course.*
Department of Educational Foundations

About the Department

The Department of Educational Foundations & Counseling Programs prepares students to enter the teaching and counseling professions, eventually to obtain the appropriate certification(s), which will help them establish, improve and maintain themselves within these professions.

Departmental courses are the basis of training in education and human services. The Department of Educational Foundations includes the disciplines of psychology, sociology, anthropology, history and philosophy. Research in these areas, when applied to education and counseling, provides the foundation for understanding individuals in the learning and counseling process and the social psychological context in which personal development and learning occur. In addition, the study of the history and the philosophic foundations of American education and counseling is essential for enabling future teachers and counselors to meet the ever-changing intellectual and social needs of a diverse body of individuals in a pluralistic, democratic society.

Departmental course offerings are offered in three distinct areas: psychological foundations; social foundations and counseling. All courses are anchored in theory and research-based knowledge from which we emphasize applications to the urban environment, the applied use of theory to influence policy and practice, and solutions to concrete and practical problems that school and counseling professionals experience in daily practice.

The department's preparation of teachers and counselors goes beyond the acquisition of specific skills and methods. The focus of the department is on the professional identity and development of students so that they understand and seek to influence the social, political and economic context in which they function.

EDF 80300 - Statistics for Applied Educational Research II

This course builds on knowledge of basic statistics, focusing on multiple regression and analysis of covariance for statistical analysis of continuous and categorical independent variables. Data exploration and assumptions are discussed in detail. Computer software for analysis of quantitative data is introduced.

Hours 3.0
Credits 3.0

CEDF 713 - CEDF 71300 - Child and Adolescence Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours 3 hrs
Credits 3 cr

CEDF 71300 - Child and Adolescent Development

This course will provide a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and their potential impact on student behavior and learning in the classroom.
COCO 71300 - Career Counseling and College Readiness

This course offers a comprehensive introduction to the career readiness and college access counseling role of the school counselor working within the K-12 school setting. By utilizing a multicultural and social justice framework the course will explore career readiness and college access from a holistic and lifespan developmental perspective. In view of the CACREP standards this course will explore and appropriately address the American School Counselor Association (ASCA) national domains in academic, career and the personal needs of K-12 students from Kindergarten through high school as it relates to their career exploration and college access.

coreq: COCO 725/726
Hours 4.0
Credits 4.0

COUNM 71800 - Practicum in Mental Health Counseling (KC)

This course is designed for students to continue building the counseling skills and self-awareness developed in previous counseling program course work. This practicum provides students with a semester-long opportunity to begin gaining actual counseling experience at an agency/school while being supervised by an on-site supervisor. In conjunction with this course seminar and fieldwork hours, students also participate in individual, weekly supervision with a Hunter College instructor (COUNM 71900: Individual Supervision).

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COCO 70100 and COCO 70200
coreq: COUNM 71900
prereq or coreq: COCO 70000, COCO 70600, and COUNM 71600
Hours 3 + fieldwork
Credits 3.0

COUNM 72500 - Internship in Mental Health Counseling I (KC)

This course and fieldwork is a continued experience in applying techniques of mental health counseling with selected populations in a variety of settings. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. This course is designed for students to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COUNM 71800 and COUNM 71900
prereq or coreq: COUNM 71700
COUNM 72600 - Internship in Mental Health Counseling II (KC)

The second part of the mental health counseling internship follows COUNM 72500 Internship in Mental Health Counseling I. This course is designed for students to continue to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

prereq: COUNM 72500

COUNM 71900 - Advanced Counseling Skills and Contemporary Issues

This clinical course is designed to improve basic counseling skills and provide training in advanced counseling skills. It also provides the opportunity to apply counseling skills and knowledge to address contemporary issues in mental health counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This course will allow students to apply theoretical knowledge and approaches to interventions, and assess their professional strengths and areas that need improvement. Under the supervision of the instructor, students will receive in-depth training to process their clinical skills and gain additional self-awareness. Students will also expand their conceptualization skills and understanding of appropriate counseling approaches and strategies.

prereq: COCO 70100 and COCO 70200
coreq: COUNM 71800
prereq or coreq: COCO 70000, COCO 70600, and COUNM 71600

COUNR 71800 - Practicum in Counseling (KC)

To be arranged in selected field settings. Experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. Students seeking the bilingual extension will do this practicum in a setting in which they can work with Spanish-speaking clients.

coreq: COCO 71900
prereq or coreq: COCO 70000 and COCO 706 and COUNR 71600

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
COUNR 71900 - Advanced Counseling Skills and Contemporary Issues

This clinical course is designed to both reinforce and improve basic counseling skills and provide training in advanced counseling skills. It also will provide the opportunity to apply counseling skills and knowledge to address contemporary issues in rehabilitation counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This experience will allow students to apply theoretical knowledge and approaches to interventions and assess his/her professional strengths and areas that need improvement. Under the supervision of the instructor students will receive in-depth training to process their clinical skills and gain additional self-awareness. The students will also expand their conceptualization formulation and understanding of appropriate counseling approaches and strategies.

prereq: COCO 70100 and COCO 70200
coreq: COUNR 71800
Hours 3
Credits 3

COUNR 72500 - Internship in Counseling 1 (KC)

Continued experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor.

prereq: COUNR 71800 and COUNR 71900
prereq or coreq: COUNR 72000
Hours 4 (includes 300 hours fieldwork)
Credits 4

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 71800 - Practicum in Counseling (KC)

This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

prereq: COCO 70100; COCO 70200
prereq or coreq: COCO 70000; COUNS 71900; COUNS 71700
Hours 3 (includes 100 hours fieldwork)
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 71900 - Advanced Counseling Skills and Contemporary Issues

This course is designed to identify critical and emerging issues/concerns among students in K-12 schools. The school context and professional issues in school counseling will be emphasized, including the school counselor's role as a social justice advocate and leader. This course also focuses on developing advanced counseling skills to help students in their growth as a professional school counselor and expand their counseling skills beyond basic micro-counseling skills. This experience allows the student to apply theoretical knowledge and approaches to interventions and assess their professional strengths and areas that need improvement. Under the supervision of an experienced certified school
counselor, students receive in-depth training to gain additional self-awareness, expand on their case conceptualization formulation, further hone their counseling and documentation (ex: Individualized Education Plan, etc.) skills. And students will enhance their understanding on how multicultural and ethical issues impact the counseling process. Furthermore, students will learn how their own motivations or needs, values and individual characteristics can either facilitate or hinder their effectiveness as a counselor. Supervision in counseling will also address academic achievement, personal/social development and career development, community resources, referral procedures, followup and advocacy.

prereq: COCO 70100 and COCO 70200
coreq: COUR 71800
prereq or coreq: COUR 71700

Credits 3

**COUNS 72500 - Internship in Counseling I (KC)**

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with effectiveness as a counselor while working with students in a K-12 school setting. Specifically, students will complete 300 fieldwork hours under the supervision of a certified school counselor while simultaneously taking a group supervision course at Hunter College taught by a Hunter faculty member.

prereq: COUR 71800 and COUR 71900
prereq or coreq: COUR 721, COCO 706
Hours 4 (includes 300 hours fieldwork)
Credits 4

A grade of B or better is required to pass the course.
A grade of F or WU results in dismissal from the program.
The course may only be repeated once.

**COUNS 72600 - Internship in Counseling II (KC)**

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with their effectiveness as a counselor. Students will continue developing school counseling skills, including data analysis and action plans, responsive services, and consultation with school personnel.

prereq: COURS 72500
Hours 4 (includes 300 hours fieldwork)
Credits 4

A grade of B or better is required to pass the course.
A grade of F or WU results in dismissal from the program.
The course may only be repeated once.

**COUNR 72600 - Internship in Counseling 2 (KC)**

prereq: COUNR 72500
Hours 4 (includes 300 hours fieldwork)
Credits 4

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
The course may be repeated only once.
Department of Special Education

About the Department

Hunter's graduate programs in special education prepare teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special schools, special classes in inclusive classrooms, resource rooms, pre-self-contained classrooms, special schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter College have been nationally recognized by the Council for Exceptional Children.

The School of Education offers master's degree and advanced certificate programs in special education that lead to New York State teacher certification. Specializations in special education include: early childhood special education; early childhood special education with an annotation in severe/multiple disabilities (including deafblindness); childhood special education, learning disabilities; childhood special education, behavior disorders; childhood special education with an annotation in severe/multiple disabilities (including deafblindness); deaf and hard-of-hearing; blind and visually impaired; and adolescent special education generalist.

The programs (with the exception of early childhood special education) are organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a variety of disabilities to be applied across a range of education settings. Specializations provide in-depth preparation for working with students within a particular disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter's programs is their linking of theory to effective instruction.

EDUC 80500 - Research on Effective Practice and Curriculum (REPAC) in Literacy

This course examines current research in literacy curriculum and its implementation. A host of theoretical approaches to the teaching of literacy and language development will be addressed and critiqued. Particular attention will be paid to research on literacy instruction and interventions that serve the needs of diverse students in urban schools.

prereq: SPED 80000 Intro to Doc Seminar

Hours 3.0
Credits 3.0

SPED 80200 - Enhancing Achievement through Family & Community Relationships

This course examines the role of school, family and community in educational policy and practice. Students will read and critique a variety of theoretical frameworks about the intersection of home, school, and community; analyze current research on the impact of family and community engagement on student learning and school improvement; explore policies at local, state, and federal level.

Hours 3.0
Credits 3.0

SPEDE 77810 - Initial Student Teaching in Early Childhood Special Education (KC)

First, full semester, supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.10 must also take either SPEDE 77820 or SPEDE SPEDE
77920 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting.

prereq: SPEDE 77600
Hours 3 hrs. plus full semester of student teaching
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77920 - Final Practicum in Early Childhood Special Education (KC)**

Second intensive supervised experience designed as a practicum at the candidate's job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.20 must have already taken SPEDE 77810 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

prereq: SPEDE 77400 and SPEDE 77810
Hours 3 hrs. plus full semester of practicum experience in worksite
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**EDABA 74000 - Philosophy of Behaviorism**

This course examines radical behaviorism in a broad historical, theoretical, and philosophical context. Works by B. F. Skinner and analyses and extensions of these works will be discussed. Radical, contextual, methodological, and feminist behaviorism will be analyzed and their historical roots investigated. Readings will explore major conceptual issues such as determinism, mentalism, selection by consequences, freedom, control, and responsibility. Finally, the course will cover social issues and cultural design as applications of behavioral thinking.

prereq: EDABA 79100, EDABA 79500, EDABA 79800
Hours 3
Credits 3.0

**EDABA 78500 - Clinical Capstone 1**

This course is the first course in a two-course sequence in which students conduct a literature review on a relevant applied topic and then write a clinical handbook or create a clinical training module based on this review. Under the supervision of a faculty advisor, students in EDABA 78500, identify a relevant area of behavior analytic application, conduct a comprehensive literature review on the topic, and defend the review to a committee of experts.

prereq: EDABA 79000, EDABA 79100, EDABA 79600, EDABA 75500, and graduate academic advisor approval
Hours 3
Credits 3.0

**EDABA 78600 - Clinical Capstone 2**
This course is the second course in a two-course sequence in which students write a clinical handbook or create a clinical training module based on recommendations from their literature review in EDABA 78500. This will occur under the supervision of a faculty advisor. The final product will be defended in front of a committee of experts.

**prereq:** Approval of graduate academic advisor.

**EDABA 79300 - Applied Behavior Analytic Autism Intervention for Adults**

This course examines applied behavior analytic intervention for adults with autism spectrum disorder. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include promoting independence, social skills, healthcare, leisure skills, vocational skills, employment, and managing problem behavior. Other areas to be covered include motivational systems, behavior assessment and staff training.

**Hours 3 hrs**

**Credits 3**

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

**Hours 3 hrs**

**Credits 3 cr**

**SPED 70450 - Teaching Culturally and Linguistically Diverse Students**

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education.

**prereq:** SPED 70000 or SPED 70050

**Hours 3 hrs**

**Credits 3 cr**

**SPED 70550 - Use of Instructional Technology in the Special Education Classroom**

This course explores how technology can support students with learning disabilities and behavior disorders. More than simply a "how to" course, this class aims to give teachers the tools needed to best assist their students and evaluate the use of technology in their classrooms. This is a lab course where some of the learning occurs over blocks of time spent in direct experience. Class sessions are: demonstrations; hands-on exploration; feedback; coaching; and direct exploration of both hardware and software, applying them both as teacher tools and as instructional means for students with disabilities.

**prereq:** SPED 70000 or SPED 70050
**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308*

*prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC 70100*

*prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900*

*Hours 45*

*Credits 3*

**SPED 72300 - Math for Students with Learning Disabilities (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations.

*prereq: SPED 70000 or SPED 70050*

*Hours 2 hrs*

*Credits 2 cr*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SPED 72350 - Math for Students with Disabilities (Non-LD Specialization)**

Principles, methods, and specially designed mathematics instruction for students with disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations.

*prereq: SPED 70000 or SPED 70050*

*Hours 2 hrs*

*Credits 2 cr*

**SPED 72400 - Writing for Students With Learning Disabilities, Methods 3 (KC)**

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

*prereq: SPED 70000 or SPED 70050*
SPED 72450 - Writing for Students with Disabilities (for those not in LD Specialization), Methods 3

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050

SPED 72500 - Student Teaching: Learning Disabilities Grades 1-6 (KC)

This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Learning Disabilities and English Language Learners.

prereq: SPED 70000 or SPED 70050; SPED 78200; SPED 78400

SPED 72550 - Supervised Practicum: Learning Disabilities Grades 1-6 (KC)

This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Learning Disabilities and English Language Learners.

prereq: SPED 78200; SPED 78400

SPED 75254 - Student Teaching: Behavior Disorders Grades 1-6 (Part 1) (KC)

This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Behavior Disorders.
prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 75255 - Supervised Practicum: Behavior Disorders Grades 1-6 (Part 1) (KC)**

This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Behavior Disorders.

prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 75256 - Student Teaching: Behavior Disorders Grades 1-6 (Part 2) (KC)**

This student teaching seminar and supervision is the first of two semester-long experiences intended to provide supported teaching, practical knowledge, and increased facility with specialized practices for working with students with special learning needs.

prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 75257 - Supervised Practicum: Behavior Disorders Grades 1-6 (Part 2) (KC)**

This practicum seminar is intended to provide supported teaching experiences, practical knowledge, and increased facility with specialized practices when working with students with special learning needs.

prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SPED 77600 - Writing & Executive Function for Adolescents with Learning Disabilities

In this course students study the practice of teaching all aspects of writing to adolescents with learning disabilities by using various research-based approaches to address: handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

SPED 79700 - Topics in Special Education

prereq or coreq: SPED 70000
Hours 15-45 hrs.
Credits 1-3

SPEDE 70700 - Research Seminar: Issues in Early Intervention and Early Childhood Special Education

Integration of theory, research and practice as related to the field of early childhood special education. Focus is on researching and applying evidence-based practices with fidelity across individuals and environments.

prereq or coreq: SPEDE 778.10 OR SPEDE 779.10
Hours 3 for 5 weeks
Credits 1 cr.

Programs and Courses in English

English

OVERVIEW

Students make the choice to pursue graduate study in English for a number of reasons, both professional and personal, and bring to this study a wide variety of experiences and strengths. MA programs in English at Hunter are designed with this intellectual and practical diversity in mind. Through study with the Department's research-inclined and pedagogically committed teaching faculty, our students are afforded myriad opportunities to develop and practice more sophisticated reading, writing and research skills than those required at the undergraduate level. In addition, those who enroll receive guidance in improving their own expertise as not just scholars but teachers of literature. Interested students may choose an English - MA in Literature, Language, and Theory, an MA in Adolescent English - MA / Advanced Certificate, or a Creative Writing - MFA.

Hunter's Creative Writing MFA is a highly selective program in which students work closely with distinguished writers to perfect their writing skills. The course comprises workshops, craft seminars, one-on-one supervisions with faculty, and literature classes. There are three concentrations, fiction, creative nonfiction and poetry, with 12 students in each. Each year, several students are named Hertog Fellows (fiction and nonfiction) and Friedman Scholars (poetry). These students receive a generous stipend and are paired with well-established writers, for whom they conduct research for one semester.
What can I do with my degree in English?

The MA program in Literature, Language, and Theory offers opportunities for both professional advancement and personal development. It may be taken as a terminal course of study or as preparation for doctoral work in English or other humanities fields.

Programs and Courses in English

Programs and Courses for MA and Creative Writing MFA

Adolescent English - MA / Advanced Certificate (Program for Teachers of Adolescent Education (Grades 7-12))

Note: See the School of Education section of this catalog for additional information on admission and program requirements. The School of Education also offers an Advanced Certificate in Adolescent Education for holders of an English MA.

Doctor of Philosophy

The CUNY Graduate Center offers a PhD in English.

Administration and Faculty

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Program Advisers

English Program Advisers

Faculty

English Faculty

Creative Writing - MFA
Hunter's Creative Writing MFA is a highly selective program in which students work closely with distinguished writers to perfect their writing skills. The course comprises workshops, craft seminars, one-on-one supervisions with faculty, and literature classes. There are three concentrations, fiction, creative nonfiction and poetry, with 12 students in each. Each year, several students are named Hertog Fellows (fiction and nonfiction) and Friedman Scholars (poetry). These students receive a generous stipend and are paired with well-established writers, for whom they conduct research for one semester.

Departmental Requirements for Admission

Candidates must have completed a BA or equivalent at an accredited institution with no minimum GPA. In addition to the Hunter College application, the candidate must submit a creative writing manuscript (10-20 pages of poetry or 20-30 pages of fiction or creative nonfiction) and a 500-word personal statement describing the candidate's relationship to his/her creative work, literary influences, and why the MFA would be beneficial to the candidate's writing career. In addition, creative nonfiction candidates must submit a 500-word creative nonfiction proposal. The GRE is not required.

Departmental Requirements for the Degree

Each candidate must complete an approved program of study of at least 36 credits, which must include:

1) Four writing workshops in chosen genre

2) Two courses in MA literature (not including ENGL 788)

3) Four MFA craft seminars in chosen genre

4) One course in Writing in Conference

**ENGL 79800 - Writing in Conference**

Individual tutorial directed by a member of the writing faculty.

*Hours 3 hrs  
Credits 3 cr  
To be taken in sequence with ENGL 79900 (MFA Thesis).*

5) One course in MFA thesis

**ENGL 79900 - MFA Thesis**

Independent creative writing project, with regular advisory sessions with primary writing faculty adviser.

*Hours 3 hrs*
English - MA

The MA program in Literature, Language, and Theory offers opportunities for both professional advancement and personal development. It may be taken as a terminal course of study or as preparation for doctoral work in English or other humanities fields. In addition to the usual lecture, discussion, and seminar classes, the program offers reading tutorials and the opportunity for writing a research essay under the guidance of a senior faculty member.

Admission Requirements

In addition to the general requirements for admission, the following departmental requirements must be met: 18 credits of advanced undergraduate courses in British and American literature (exclusive of courses in journalism and writing), a writing sample of about 10 pages (preferably an undergraduate research paper) and the GRE General Test. Students who have done their major work in English in non-English-speaking countries are usually not eligible for admission to graduate courses in English without additional undergraduate preparation in an American college or university.

Degree Requirements

Each candidate must complete an approved program of study of at least 30 credits, which must include one course in British literature before 1800, ENGL 77900 Thesis Research and Writing Methods, and ENGL 78900 Master's Thesis. We strongly recommend that students take ENGL 78700 Studies in Literary Theory and Criticism in their first or second semester. Courses other than those offered in the Department of English may be credited toward the 30 credits with the approval of the graduate adviser but they may in no case exceed 6 credits. Six credits of relevant graduate work done at another institution may be credited when approved by the graduate adviser.

Courses

ENGL 78700 - Studies in Literary Theory and Criticism

An in-depth investigation of foundational and current trends in literary theory.

ENGL 77900 - Thesis Research and Writing Methods

Thesis Research in Literature, Language, and Theory introduces students to the scholarly thesis as a form and develops students' research writing skills, culminating in a formal thesis proposal. The course also addresses pragmatic elements of thesis composition including presenting different strategies for time management and introducing students to the administrative processes related to thesis writing and approval within the Department. Several models of successful thesis proposals and theses will be presented for discussion and analysis.

_prereq: Students must have taken at least 15 English credits at the graduate level to enroll._

_Hours 3 hrs_

_Credits 3 cr._

ENGL 78900 - Master's Thesis

Individual research and final thesis writing under faculty supervision. Required of all candidates for MA degree in British and American literature.
Foreign Language

The candidate must demonstrate a reading knowledge of French, German, Latin or Spanish. Another language may be substituted with the approval of the graduate adviser.

Comprehensive Examination

The candidate must pass a written take-home examination/paper in literature, language, and theory.

Master of Arts Thesis

The candidate must submit a satisfactory master of arts thesis, incorporating original work and research, which will be approved by two appropriate members of the faculty and the graduate adviser.

Nonmatriculants

After applicants have been accepted by Hunter College as nonmatriculant students, their records must be evaluated prior to registration by the graduate adviser before they can be admitted to English Department courses. Acceptance by Hunter College does not guarantee acceptance by the Department of English. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

ENGL 70100 - Introduction to Literary Studies

Introduction to methods of literary criticism, textual scholarship, and major critical approaches of the last eighty years.

ENGL 70200 - Introduction to Literary Theory and Criticism

Foundation course on the history of literary interpretation and contemporary approaches to texts.

*Hours 3 hrs*
*Credits 3 cr.*

ENGL 79000 - Topics in Fiction Writing: Workshop

Studio-style workshop of students' fiction, with weekly submissions and critique.

*Hours 3 hrs*
*Credits 3 cr*

ENGL 79100 - Topics in Poetry Writing: Workshop

Studio-style workshop of students' poetry, with weekly submissions and critique.

*Hours 3 hrs*
*Credits 3 cr*

ENGL 79200 - Topics in the Craft of Fiction
Seminar in craft of fiction; topics and readings will vary by semester.

*Hours 3 hrs*
*Credits 3 cr*

**ENGL 79400 - Topics in the Craft of Poetry**

Seminar in craft of poetry; topics and readings will vary by semester.

*Hours 3 hrs*
*Credits 3 cr*

**ENGL 79500 - Topics in Creative Nonfiction Writing: Workshop**

Graduate writing workshop in creative nonfiction. Students will present creative nonfiction writings to be critiqued by members of the workshop and the instructor.

*Hours 3*
*Credits 3*

**ENGL 79600 - Topics in the Craft of Creative Nonfiction**

Participants will study the writer's craft in creative nonfiction. Particular attention will be paid to strategies such as historical summary, clear concise presentation of facts, appropriate use of dialogue, as well as the employment of narrative techniques -- narration, description, dialogue, characterization, and use of time, through both set examples and writing exercises suggested by the works read.

*Hours 3*
*Credits 3*

**ENGL 79701 - Poetry Thesis One**

This course gives students the conceptual framework to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time.

*prereq:* ENGL 79101 and ENGL 79403
*Hours 3*
*Credits 3*
*Second Year MFA students only*

**ENGL 79702 - Poetry Thesis Two**

This course is a continuation of Thesis One and gives students the conceptual framework with which to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time. To this end, this course begins with an exploration of the history of the Modern Poetic Sequence and the Long Poem.

*prereq:* Workshop 79101 and Craft 79403, Thesis One 79701
*Second Year MFA students only*
ENGL 79800 - Writing in Conference

Individual tutorial directed by a member of the writing faculty.

*Hours 3 hrs
*Credits 3 cr
*To be taken in sequence with ENGL 79900 (MFA Thesis).

ENGL 79900 - MFA Thesis

Independent creative writing project, with regular advisory sessions with primary writing faculty adviser.

*Hours 3 hrs
*Credits 3 cr
*To be preceded in sequence by ENGL 79800 (Writing in Conference).

ENGL 70400 - Beowulf and Other Early Texts

Detailed study of Beowulf and other selected texts written in Britain in the early Middle Ages, in their cultural, political and historical contexts.

ENGL 70500 - Chaucer's Early Works

A study of Chaucer's earlier works (exclusive of The Canterbury Tales) in their cultural, political and historical contexts.

*Hours 3
*Credits 3

ENGL 70600 - Chaucer: Canterbury Tales and Later Works

Detailed study of The Canterbury Tales and later works in their cultural, political and historical contexts.

*Hours 3 hrs
*Credits 3 cr

ENGL 70700 - Studies in Medieval Literature

Selected Medieval texts in poetry and prose, both British and continental European, in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 71200 - 16th-century Poetry and Prose

Reading and analysis of texts of the sixteenth century in their cultural, political and historical contexts.

*Hours 3
*Credits 3

ENGL 71300 - Shakespeare's Early Works
Study of selected texts, with emphasis on works written before 1600, in their cultural, political and historical contexts.

*Hours 3 hrs
Credits 3 cr*

**ENGL 71400 - Shakespeare's Late Works**

Study of selected texts, with emphasis on works written after 1600, in their cultural, political and historical contexts.

*Hours 45 hrs,
Credits 3 cr*

**ENGL 71500 - Studies in Shakespeare**

Selected works by Shakespeare in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

*Hours 3
Credits 3*

**ENGL 71600 - 16th- and 17th-century Drama excluding Shakespeare**

Exploration of British dramatic texts of the Early Modern period, in their cultural, political and historical contexts.

*Hours 3 hrs
Credits 3 cr*

**ENGL 71700 - 16th- and Early 17th-Century Poetry and Prose**

Study of major forms of Early Modern poetry and prose, in their cultural, political and historical contexts.

**ENGL 71800 - Studies in Early Modern Literature**

Selected studies in the literature of the sixteenth through early eighteenth centuries, in its cultural, political and historical contexts.

**ENGL 72200 - Milton: Early Works and Paradise Lost**

A critical study of Milton's early works and his major epic Paradise Lost, in their cultural, political and historical contexts.

*Hours 3
Credits 3*

**ENGL 72300 - Studies in Milton**

Selected works by Milton in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

*Hours 3
Credits 3*
ENGL 72500 - Studies in Restoration and 18th-century Literature

Literary works of the Restoration and eighteenth century in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 73000 - 18th-century Poetry

Reading and analysis of eighteenth-century poems in their cultural, political and historical contexts.

ENGL 73100 - 18th-century Prose

An analysis of the rise of the British novel in the eighteenth century, and a consideration of other forms of prose in the period in their cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 73300 - Studies in 18th-century Literature

Selected study of eighteenth-century British and/or transatlantic poetry and prose in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 73400 - Early American Literature

A study of literature in the Americas from the sixteenth through eighteenth centuries in its cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 74000 - Romantic Poetry

Selected British and Continental poetry from the Romantic period, the late-eighteenth and early-nineteenth centuries, in its cultural, political and historical context.

Hours 3
Credits 3

ENGL 74100 - Studies in Romanticism

Selected study of British, Continental European, or transatlantic Romanticism in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 3
Credits 3

ENGL 74300 - Victorian Literature

Study of nineteenth century British poetry and prose works in their cultural, political and historical contexts.
ENGL 74900 - 19th-century Prose of the United States
A study of selected nineteenth century prose works of the United States, both fiction and nonfiction, in their cultural, political and historical contexts.

ENGL 75000 - 19th-century Poetry of the United States
A study of selected nineteenth century poetic works of the United States, in their cultural, political and historical contexts.

ENGL 75100 - 19th-century African American Literature
An examination of poetry and/or prose, written by African Americans during the nineteenth century, in their cultural, political and historical contexts.

ENGL 75200 - Studies in 19th-century Literature
Selected study of British, American and/or other Anglophone nineteenth century literature in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 75300 - Studies in Late Victorian and Early Modernist Literature
A study of literature of the fin-de-siècle in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 75400 - 20th-century British and Irish Prose
A study of prose works of the twentieth century, written in Britain or Ireland, or by British or Irish writers, in their cultural, political and historical contexts.
ENGL 75500 - 20th-century British and Irish Poetry

A study of poetic works of the twentieth century, written in Britain or Ireland, or by British or Irish writers, in their cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 75600 - 20th-century Prose of the United States

Fiction and nonfiction prose in twentieth century U.S. literature, in its cultural, political and historical context.

Hours 3
Credits 3

ENGL 75700 - 20th-century Poetry of the United States

Study of poetry written in the U.S. and the various poetic movements of the century, in their cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 75800 - 20th-century African American Literature

An examination of poetry and/or prose, written by African Americans during the twentieth century, in their cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 75900 - Studies in Modernism

Study of literary works of the modernist movement of the earlier twentieth century in U.S. and/or British literature, in their cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 76000 - Later 20th-/Early 21st-century literature

Selected works in British and/or United States literature from the 1950s to the present in their cultural, political and historical contexts.

Hours 3
Credits 3

ENGL 76100 - Studies in 20th- and 21st-century literature
Study of representative literary works from the later 20th and early 21st centuries in their cultural, political and historical contexts.

**Hours 3**  
**Credits 3**

**ENGL 76500 - Studies in British and American Literature**
Study of a topic, figure, critical issue or period in either British or American literature in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

**ENGL 76600 - Studies in Ethnicity and Race in Literature**
Exploration of a specific topic pertaining to ethnicity and racial formation as it relates to the study of literature.

**ENGL 76700 - Studies in Postcolonial/Transnational Literature and Theory**
Study of postcolonial and/or transnational literatures in their cultural, political and historical contexts.

**ENGL 76800 - Studies in South Asian and Indian Diasporic Literature**
Study of South Asian literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

**ENGL 76900 - Studies in African and African Diasporic Literature Outside the U.S.**
Study of African literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

**ENGL 77000 - Studies in Caribbean Literature**
Study of Caribbean literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

**ENGL 77100 - Studies in African American Literature**
Selected African American poetry and prose, in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

**ENGL 77200 - Studies in Asian American and Asian Diasporic Literature**
Study of Asian American literatures in their cultural, political and historical contexts.

**ENGL 77300 - Studies in U.S. Latina/o Literature**
Study of U.S. Latina/o literatures in their cultural, political and historical contexts.

**ENGL 77400 - Studies in Native American Literature**
Study of Native American literatures in English in their cultural, political and historical contexts.
ENGL 77500 - Studies in Irish Literature

Study of Irish literatures from precolonial, colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 77600 - Studies in Digital Media

Study of British and American literary texts in relation to the digital arts, and exploration of theories of digital literary production.

ENGL 77800 - Studies in Comparative Literature

A study of two or more literary figures, genres, national or scholarly periods, or theoretical approaches, across or within national languages.

ENGL 78000 - Studies in Drama, Theatre and Performance

A literary studies approach to drama, theatre and performance.

ENGL 78100 - Studies in Gender and Sexuality in Literature and Theory

Exploration of the role of gender and sexuality in literature and literary theory.

ENGL 78200 - Studies in Literature by Women

An in-depth critical analysis of literature written by women, focusing on a specific period, topic and/or set of critical questions.

ENGL 78400 - Studies in the Work of a Single Writer

An in-depth study of a single writer, the critical conversations surrounding that writer, and that writer's legacy in her or his genre(s).

ENGL 78500 - Studies in Literature and Language

Study of the ways in which literary language reflects differing social and cultural contexts; exploration of phonology, semantics, and discourse theory.

ENGL 78600 - Studies in Rhetoric

Exploration of rhetoric in its cultural, political and historical contexts.

ENGL 78700 - Studies in Literary Theory and Criticism

An in-depth investigation of foundational and current trends in literary theory.

ENGL 60700 - English Linguistics
Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

*Hours 3  
Credits 3*

**ENGL 61500 - Rhetoric and Composition**

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

*Hours 3  
Credits 3*

**ENGL 68100 - Reading Credit**

Course of readings designed according to student's interests and needs. Work is directed by member of department.

*Hours 1-3  
Credits 1-3*

**ENGL 78800 - Reading Credit**

Course of readings designed according to student's interests and needs. Work is directed by a full-time faculty member of the department.

**ENGL 78900 - Master's Thesis**

Individual research and final thesis writing under faculty supervision. Required of all candidates for MA degree in British and American literature.

**ENGL 77900 - Thesis Research and Writing Methods**

Thesis Research in Literature, Language, and Theory introduces students to the scholarly thesis as a form and develops students' research writing skills, culminating in a formal thesis proposal. The course also addresses pragmatic elements of thesis composition including presenting different strategies for time management and introducing students to the administrative processes related to thesis writing and approval within the Department. Several models of successful thesis proposals and theses will be presented for discussion and analysis.

*prereq: Students must have taken at least 15 English credits at the graduate level to enroll.  
Hours 3 hrs  
Credits 3 cr.*

**Programs and Courses in Geography and Environmental Science**

**Geography and Environmental Science**
Overview

The Hunter College Department of Geography and Environmental Science is the largest and one of the most technologically advanced geography programs in the New York City metropolitan region. The department offers an MA in Geography, MS in GeoInformatics, and a graduate level post-baccalaureate Certificate Program in Geographic Information Science. In addition, the department contributes to three Masters level programs in conjunction with the Hunter College School of Education (helping train teachers of geography and earth science), and to the PhD Program in Earth and Environmental Sciences at the City University of New York (CUNY) Graduate School.

Our oldest graduate program, the MA in Geography, provides state-of-the-art knowledge of contemporary urbanization, the global economy and migration, global climate change and sustainability together with advanced analytical skills, including quantitative, qualitative, and geospatial research methods for addressing the vital problems humanity is facing today. Our students conduct research in many parts of the world while also focusing on New York City and the challenges to its populations, environments, and neighborhoods. In partnership with the School of Education's BA/MA program in Environmental Studies and Adolescent Education the Geography MA also fulfills the need for educated geographers and geography/earth science teachers in New York City and New York State.

The GIS Certificate Program is practically oriented to provide students with the fundamental skills and concepts in Geographic Information Science. It is anticipated that they will apply these newly acquired techniques to their domain of study. The GIS Certificate Program attracts professionals who seek expertise in geospatial analysis that will enhance their professional competence. In addition, MA students can earn Certificate in GIS concurrently.

The new MS in GeoInformatics program (MGEOi) takes a computational approach to the analysis, modeling and visualization of spatial-temporal data. It offers highly competitive advanced quantitative and technical skills in geospatial analysis, open source tools, and coding that are in high demand in both the public and private sectors. Students leave with a strong background in spatial-temporal data analytics.

In all our programs, faculty and students do research that seeks to improve the social, environmental, and economic well-being of New Yorkers. The Department of Geography takes pride in helping to advance the careers of underrepresented groups in geography and related fields.

What can I do with my degree in Geography, GeoInformatics, or GIS?

Our website features stories about our former students. In general, MA graduates often continue with their graduate work in PhD programs in geography and related fields. Most, however, become professionals whose expertise in the above areas is widely used by the governments and administrations of New York City and New York State, the US Bureau of the Census, and private industry; they also develop careers as geography/earth science teachers. GIS certificate students enhance their skillset by adding GIS expertise to their main field. Many GIS certificate students proceed to earn MA in Geography.

As of this writing Hunter's MGEOi (MS in GeoInformatics) program is one of only two in the country specializing in GeoInformatics. Our program is designed primarily as a professional degree, filling a market need in a well-paid discipline with an emphasis on technology implementation with an engineering/computer science approach rather than a purely applied use of GIS. Training includes computational aspects of spatial data science such as modeling and programming, remote sensing, visualization, databases, spatial ontologies, spatial statistics, big data, and complexity. Students will have opportunities to explore links with both Geography and Computer Science faculty at Hunter College and with employers and the tech community in the New York metropolitan area.

Centers & Facilities
Geography Centers & Facilities

Programs and Courses

- Programs and Courses in Geography and Environmental Science
- Programs Offered in the School of Education

Doctor of Philosophy

The Department of Geography participates in the PhD Program in Earth and Environmental Sciences based at the CUNY Graduate Center. Students in this program may select Hunter College as their "home" college and geography as their specialty. Since 2005 this program has a separate track in geography. For application forms and further information, write to: Executive Officer, PhD Program in Earth and Environmental Sciences, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016 or go to Grad Center Earth and Environmental Sciences

Administration and Faculty

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Geography and Environmental Science Faculty

HEGIS Codes: 2206 (Geography); 2205 (Adolescent Education); 4999 (Environmental Studies)

Geographic Information Systems Certificate

The Post-Baccalaureate Certificate Program in Geographic Information Systems was established in 2001 to meet the demand for people with expertise in GIS. The GIS Certificate program is a 15-credit post-baccalaureate professional program that offers advanced training in Geographic Information Science (GIS). Students are required to take five graduate-level GIS classes including GTECH 71000 - Concepts and Theories in GeoInformatics, GTECH 73200 - Advanced GeoInformatics, and three other GTECH or related courses. Students are strongly urged to include GTECH 70900 - Introduction to Geographic Information Systems in their list of courses. Those interested in GIS development are encouraged to take two programming-oriented classes (GTECH 73100 - GeoComputation I and GTECH 73300 - GeoComputation II). Students planning a career in GIS applications are encouraged to choose from the wide range of applications courses. Students interested in remote sensing may take the sequence of GTECH 71200 - Remote Sensing of Environment through GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing courses and those interested in cartography and geovisualization may take GTECH 72100 - Introduction to Cartographic Design and GeoVisualization and GTECH 72200 - Advanced Topics in GeoVisualization. Courses taken to fulfill the requirements of the GIS certificate program may also count towards fulfillment of the Geography MA degree. This happens automatically for GIS certificate students who concurrently enroll as MA students. For students who enroll in the GIS certificate program prior to enrolling in the MA program, the student must request the transfer of credits. The GIS Certificate program does not accept transfer credits to satisfy the minimum 15 credits required for the program. As the GIS certificate program is a non-degree program, GIS certificate students are considered “non-matriculated.” Enrollment in the GIS certificate program does not guarantee eligibility for financial aid or for a student visa. For more information contact the United States Citizenship and Immigration Services (http://www.uscis.gov/portal/site/uscis).

Admission Requirements

For applicants who are currently matriculated and in good standing in a graduate-degree program at Hunter College, there is one requirement to be considered for admission: The student must have passed a college-level statistics course that covers hypothesis testing and simple statistical modeling techniques. All other applicants must meet the following minimum requirements in order to be considered:

1. The student must hold a bachelor's degree from a regionally accredited institution, comparable in standard and content to a bachelor's degree from Hunter College.
2. The student must demonstrate the ability to pursue graduate work successfully. In general, the minimum requirements for consideration are a B-minus average in the undergraduate record as a whole and a B average in the major.
3. The student must have taken a college-level statistics course which covers basics such as hypothesis testing and simple statistical modeling techniques.

Requirements for the Certificate

Completion of the post-baccalaureate certificate program in GIS requires a minimum of 15 credits, which include:
Required Courses (6 cr.)

**GTECH 70900 - Introduction to Geographic Information Systems**

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS Geoinformatics students are recommended to take GTECH 71000 at the same time as this course.

*Hours 4  
Credits 3  
Material Fee: $15.00*

**GTECH 73200 - Advanced Geoinformatics**

Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in Geoinformatics, including data models, algorithms, GIS analysis and scripting.

*prereq: GTECH 70900 and GTECH 71000  
Hours 45 hrs including conference,  
Credits 3 cr*

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

*Material Fee: $15*

Elective Courses (9 cr.)

**GTECH 70200 - Quantitative Methods in Geography**

Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

*prereq: Permission by instructor  
Hours 3 hrs  
Credits 3 cr.*

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GTECH 70500 - Spatial Data Analysis**

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

*prereq: one course in statistics and permission of the instructor  
Hours 60 hrs including conference (2 lectures, 2 labs).
Credits 3 cr
GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 71000 - Concepts and Theories in GeoInformatics

Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

coreq: Departmental permission required

Hours 3
Credits 3
fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor

Hours 60 hours (2 lecture and 2 hour labs weekly),
Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra

Hours 6
Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material fee: $15.00

GTECH 72100 - Introduction to Cartographic Design and Geovisualization
This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

**prereq:** GTECH 70900  
**Hours:** 4 hrs  
**Credits:** 3 cr.  
**Material Fee:** $15

**GTECH 72200 - Advanced Topics in GeoVisualization**

This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

**prereq:** GTECH 70900  
**Hours:** 4 hrs  
**Credits:** 3 cr.

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**Material Fee:** $15

**GTECH 73100 - GeoComputation I**

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

**prereq:** GTECH 70900  
**Hours:** 4 hrs.  
**Credits:** 3 cr.  
**Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.**

**Material Fee:** $15

**GTECH 73300 - GeoComputation 2**

Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programmed. Emphasis is on an object-based computational paradigm and spatial data structures.

**prereq:** GTECH 73100 and GTECH 73200  
**Hours:** 4 (2 lecture, 2 lab)  
**Credits:** 3  
**Spring 2022 Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.**

**GTECH 785XX - Special Topics in GIS**
GIS Applications in various fields such as Social Geography, Urban Geography, and more.

prereq: GTECH 71000 or equivalent or permission of the department

Hours 3
Credits 3

Requirements for the Degree Program:

1. Five graduate-level GIS classes as listed above.
2. 6 crs. for the two required courses.
3. 9 crs. for three electives.

Minimum GPA Requirement

3.0 average or better on all core and elective courses. Additional elective courses may be added to this list or may be used as substitutes with the approval of the GIS Certificate adviser.

Application Deadline

- For fall semester: July 1 (April 1 for international students)
- For spring semester: January 1 (November 1 for international students)

Program

Geography - MA

Return to Geography and Environmental Science Department

The Department of Geography and Environmental Science offers a Master of Arts in Geography with a range of courses in human geography, physical geography, regional geography, and geographic techniques and methods. There are four broad concentration areas: environmental studies, geographic information science, places and cultures, and urban geography studies. The program accommodates students with a variety of professional backgrounds, and with academic training in social sciences, computer science, environmental science/engineering as well as traditional geography. The program emphasizes geographic and social theory and analytical methodologies in human, physical, and environmental geography, as well as geographic information science. A limited number of research, teaching, and college assistantships are available. The MA degree can be completed through either a thesis or exam. Full-time students may be able to complete the MA within three semesters, but the average time for degree completion is three years. Many courses are offered in the evening to accommodate part-time and working students.

An MA in Geography from Hunter can lead to employment with local and national governments, international agencies, non-government organizations, corporations, consultants and information technology companies. The New York area is home to diverse urban communities, dynamic economies and cultures, government structures of all levels (from local to international), and corporate headquarters. Located on Manhattan's Upper East Side, Hunter College is close to these activities and is highly accessible from all parts of New York City and surrounding areas. Students who wish to continue graduate work at the PhD level will find themselves well prepared and equipped with the research and technical skills necessary for advanced research.

Admissions Requirements
Admissions procedures are as established by the Hunter College Office of Graduate Admissions. See Graduate Admissions: General. Candidates must have a BA or BS or equivalent, an undergraduate GPA of at least a B minus, with a B average in the major, and (normally) the completion of at least 18 credit hours in geography. A lack of a background in geography will not impede admission, but the student is expected to gain basic knowledge of geography prior to graduation in consultation with the student’s adviser. It is recommended that students enter the program with knowledge of basic statistics. Foreign students whose first language is not English must take the Test of English as a Foreign Language. Two letters of recommendation are required.

If you have any questions about the information in this catalog, please contact the Geography MA adviser (Prof. Hongmian Gong, gong@hunter.cuny.edu).

Application Deadlines

For fall semester: April 30 (February 1 for international students) For spring semester: November 30 (September 1 for international students)

We encourage graduate application submissions by early deadlines of September 1 and February 1. This will help with allocation of scholarships and funding if these are available.

Requirements for the Degree

The Master of Arts consists of 31 or 36 graduate credits, depending on the program option chosen, selected from three types of courses: GEOG, PGEOG and GTECH. GEOG classes cover human geography, nature/society, and regional geography, while PGEOG classes cover physical geography and environmental science. GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing, and cartography. Classes vary in their structure from laboratory classes to lecture/discussions and seminars. Graduate courses outside of the GEOG, GTECH and PGEOG prefixes may be applied to the degree within the parameters listed below.

Students must complete a minimum of credits in one of the following options:

A. Thesis Option:

A minimum of 31 credits consisting of:

1. A minimum of 30 credits of course work consisting of

(exclusive of GEOG 799)

GEOG 70100, 70200, 70154 (7 cr)

**GEOG 70100 - Geographic Thought and Theory**

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

*Hours 45 hrs including conference,
Credits 3 cr
fall only This course may be used as part of the MA Teacher Education Program in Social Studies.*
GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference
Credits 3
spring only

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,
Credits 1 cr
fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

A minimum of 11 additional credits

A minimum of 11 additional credits selected from GEOG, GTECH and PGEOG courses numbered 70100 or higher. PGEOG 63000, PGEOG 66000, and GEOG 65000 are exclusively for MA-TEP and BA/MA-TEP students and cannot be counted toward the MA in Geography.

A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH or PGEOG courses as approved by the graduate adviser. **

2. One credit of the following leading to a thesis approved by the student’s graduate advisers

GEOG 79900 - Thesis Research in Geography

Open to students electing the thesis option only.

prereq: GEOG 701 and permission of the department
1-6cr may be repeated for credit but only one credit may be applied to satisfy degree requirements. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

3. Formal approval of a study proposed for thesis research.***

5. A formal presentation of the student’s thesis research.

B. Examination Option:

A minimum of 36 credits consisting of:

1. Geography (7 cr)

**GEOG 70100 - Geographic Thought and Theory**

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

*Hours 45 hrs including conference,*  
*Credits 3 cr*  
*fall only This course may be used as part of the MA Teacher Education Program in Social Studies.*

**GEOG 70200 - Research Topics in Geography**

Introduction to central research themes in geography and the current research being undertaken by department faculty.

*Hours 15 hrs including conference,*  
*Credits 1 cr*  
*fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.*

**GEOG 70154 - Geographic Research Design**

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

*Hours 45 hrs including conference*  
*Credits 3*  
*spring only*

A minimum of 17 additional credits

A minimum of 17 additional credits selected from GEOG, GTECH, and PGEOG courses numbered 70100 or higher. PGEOG 63000, PGEOG 66000, and GEOG 65000 are exclusively for MA-TEP and BA/MA-TEP students and cannot be counted toward the MA in Geography.
3. A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH, and PGEOG courses as approved by the graduate adviser.**

4. A passing grade on the comprehensive examination

A passing grade on the comprehensive examination conducted by the student’s graduate committee.

5. A research paper of publishable quality

A research paper of publishable quality prepared in the format of *The Professional Geographer* or its equivalent.

6. A formal presentation of the student’s research paper.

Additional Information

Students who are accepted into the program, who have already earned credits with a grade of B or higher as nonmatriculated students, may transfer only two (2) courses or eight (8) credits, whichever is greater, from nonmatriculated status to matriculated status. In exceptional situations, up to 12 credits earned as a nonmatriculated student may be transferred to matriculated status.

Although both options may prepare students for additional graduate work, the thesis option is recommended for those who might wish to pursue the PhD in geography or an allied field. The examination option is recommended for students seeking a terminal MA.

Students who are accepted into the Geography MA program and register for courses may transfer up to a maximum of 9 credits of relevant graduate coursework from regionally accredited institutions, including courses taken at Hunter College while enrolled in another degree program, whether a master’s degree was awarded or not. Transfer of credits is subject to review and approval by the Graduate Adviser. Applicants to this program should be aware that there is no promise of automatic transfer of credit on the graduate level. With the approval of the Graduate Adviser, students may include up to 9 credits of graduate-level courses taken outside the Department of Geography at Hunter College toward completion of their degree, including transferred courses and courses taken in other CUNY graduate programs. (Exception: students who have received their B.A. in Geography or Environmental Studies from Hunter College may, with the approval of the Graduate Adviser, include up to twelve credits taken outside the department.)

Language Requirement

A foreign language is not required for the MA in geography. However, students interested in regional studies or further graduate work are strongly encouraged to master a foreign language. Students emphasizing technical skills are strongly encouraged to master one or more computer programming languages.

Completion Time

The School of Arts and Sciences allows four years to complete a MA degree. A petition to the Dean is required to exceed the limit. Most full-time students are able to complete the MA requirements in 4 semesters or fewer. To accommodate all students, many courses are offered during the evening.

Assistantships
A limited number of teaching and research assistantships are available from the department. Students seeking assistantships should state so in their statement of purpose included with the application. They should also indicate what skills and qualifications they have for research or teaching assistance.

**Note(s)**

* Graduate students entering the program without a geography background will be required to take 6 credits in geography outside their principal area of concentration (GEOG, PGEOG or GTECH).

** Graduate students entering the program without a geography background will be limited to 6 credits taken outside the program. Students who were undergraduate majors in geography can appeal to the Graduate Committee to take more than 12 credits outside the program.

*** Students must submit to their committee the proposal for thesis research no later than the end of the semester in which they finish their 20th credit in the program.

Geoinformatics - MS

The MS in Geoinformatics program is an interdisciplinary degree that features courses in Geoinformatics, GIScience, and some GIS application areas. It provides an opportunity to train students in aspects of Geoinformatics not covered by our department's GIS Certificate Program. The MGEOi is a science-based MS program designed to prepare students for management- and advanced research-level employment positions.

As of this writing Hunter's program is one of only two in the country specializing in Geoinformatics. Our program is designed primarily as a professional degree, filling a market need in a well-paid discipline with an emphasis on technology implementation with an engineering/computer science approach rather than a purely applied use of GIS. Training will include computational aspects of spatial data science such as modeling and programming, remote sensing, visualization, databases, spatial ontologies, spatial statistics, big data, and complexity. Students will have opportunities to explore links with both Geography and Computer Science faculty at Hunter College and with employers and the tech community in the New York metropolitan area.

Students receiving a Master of Science in Geoinformatics must choose one of two program options: the Thesis Option or Exam Option. The Thesis Option is recommended for students who will subsequently pursue a PhD. For other students, either option is acceptable. The program curriculum and other requirements are outlined in subsequent sections.

In addition to traditional courses, students will have the opportunity to participate in an active technology and research seminar series, field trips to local private and public sector GIS groups and research sites, as well as contribute to real-world GIS projects through internal and external mentorship programs. In particular, we are working on an internship model with Manhattan Borough President's Office of New York City.

**Admission Requirements**

1. GPA of at least 3.0
2. GRE exam scores
3. BA or BS degree
4. Two letters of recommendation
5. Personal statement
6. Students are required to have taken*  
   - An introductory statistics course
Introductory computer science/programming course

Notes:

* Students will have the opportunity to challenge these requirements if they are able to prove proficiency in statistics and/or computer programming.

Foreign students whose first language is not English must also take the Test of English as a Foreign Language (TOEFL) and meet the requirements set by Hunter College. See Graduate Admissions

Progress Requirements

Students are expected to maintain a cumulative GPA of at least 3.0 in order to continue in the program.

Requirements for the Degree Program:

Choose one option

Thesis Option (35 credits)

Core Courses (20 credits required)

GTECH 70200 - Quantitative Methods in Geography

Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

prereq: Permission by instructor
Hours 3 hrs
Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70800 - Seminar in GeoInformatics

This seminar is an introduction to the wider GeoInformatics field/industry. Students will be exposed to a number of professionals and researchers in the NYC area, and each student will be required to organize their own speaker from the community. The goals of this seminar course are twofold: to introduce students to the wider GeoInformatics community, and to promote networking and lasting interactions with local and regional GeoInformatics professionals. Students will identify, approach, and invite local and/or regional GeoInformatics professionals to give a talk in one of the weekly seminar sessions for this course. Each student will be responsible for bringing in a speaker, and at the end of the course, the student will be required to discuss the speaker's work, and the research, news, or information that the speaker presented.
**GTECH 70900 - Introduction to Geographic Information Systems**

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

*Hours 4*
*Credits 3*
*Material Fee: $15.00*

**GTECH 71000 - Concepts and Theories in GeoInformatics**

Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

*coreq: Departmental permission required*

*Hours 3*
*Credits 3*
*fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.*

*Material Fee: $15*

**GTECH 71200 - Remote Sensing of Environment**

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

*prereq: GTECH 71100 or permission of the instructor*

*Hours 60 hours (2 lecture and 2 hour labs weekly),
*Credits 3 cr*

**Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.**

*Material Fee: $15*

**GTECH 73100 - GeoComputation I**

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

*prereq: GTECH 70900*

*Hours 4 hrs.*
*Credits 3 cr.*

**Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.**
GTECH 73200 - Advanced Geoinformatics

Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in Geoinformatics, including data models, algorithms, GIS analysis and scripting.

prereq: GTECH 70900 and GTECH 71000
Hours 45 hrs including conference,
Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

Elective Courses (12 credits required)

GTECH 70500 - Spatial Data Analysis

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

prereq: one course in statistics and permission of the instructor
Hours 60 hrs including conference (2 lectures, 2 labs),
Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra
Hours 6
Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material fee: $15.00

GTECH 72100 - Introduction to Cartographic Design and Geovisualization
This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.
Material Fee: $15

**GTECH 72200 - Advanced Topics in GeoVisualization**

This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

**GTECH 73300 - GeoComputation 2**

Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programmed. Emphasis is on an object-based computational paradigm and spatial data structures.

prereq: GTECH 73100 and GTECH 73200
Hours 4 (2 lecture, 2 lab)
Credits 3

Spring 2022 Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GTECH 73400 - GeoWeb Services**

This course will examine the principles of GeoWeb services in a hands-on fashion. Students will learn about the different standards that are being used in the context of the GeoWeb. They will be introduced to different commercial and open source software solutions and learn how to set up, manage, and use these services. Students will explore the different technologies introduced in class in the lab assignments. Each student will present a topic to the class based on readings provided by the instructor. In the second half of the semester, each student will work on a project that involves the setup and use of GeoWeb services. Basic programming skills in any language are a prerequisite for this course.

prereq: GTECH 73100 GeoComputation 1
Hours 3 hrs.
Credits 3 cr.

**GTECH 73500 - Location Based Services**

This course will examine the principles of Location Based Services (LBS) in a hands-on fashion. Students will learn how to design, implement, and test an LBS application in a group project. Therefore, basic programming skills in any
language are a prerequisite for this course. The course will be highly interactive in two ways: Each student will present a topic to the class based on readings provided by the instructor, and each student will participate in the group work to develop a working LBS by the end of the semester. For this purpose, mobile devices (iPhones, Android phones, Google Glass) will be provided.

prereq: One of the following:

GTECH 70500 Spatial Data Analysis
GTECH 73100 GeoComputation I
CSCI 13500 Software Design and Analysis I
Hours 3 hrs.
Credits 3 cr.

GTECH 785XX - Special Topics in GIS

GIS Applications in various fields such as Social Geography, Urban Geography, and more.

prereq: GTECH 71000 or equivalent or permission of the department
Hours 3
Credits 3

GTECH 78800 - Geoinformatics Internships

Internship with a non-CUNY institution that provides the student with real-world experience of the application of Geoinformatics. Requires an internship contract drawn up by the employer and a faculty adviser and signed by the student. May be repeated for a total of 3.0 credits.

prereq: Department Permission
Hours 1-3
Credits 1-3

Thesis Research Course (3 credits required)

GTECH 79900 - Thesis Research in Geoinformatics

Supervised development of a master's thesis in Geoinformatics.

prereq or coreq: Department Permission Required
Credits 3 cr.
may be taken twice for total of 6 credits

Internship Option (35 credits)

Core Courses (20 credits required)

GTECH 70200 - Quantitative Methods in Geography

Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.
prereq: Permission by instructor

Hours 3 hrs
Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70800 - Seminar in GeoInformatics

This seminar is an introduction to the wider GeoInformatics field/industry. Students will be exposed to a number of professionals and researchers in the NYC area, and each student will be required to organize their own speaker from the community. The goals of this seminar course are twofold: to introduce students to the wider GeoInformatics community, and to promote networking and lasting interactions with local and regional GeoInformatics professionals. Students will identify, approach, and invite local and/or regional GeoInformatics professionals to give a talk in one of the weekly seminar sessions for this course. Each student will be responsible for bringing in a speaker, and at the end of the course, the student will be required to discuss the speaker's work, and the research, news, or information that the speaker presented.

Hours 1 hr.
Credits 1 cr.

GTECH 70900 - Introduction to Geographic Information Systems

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

Hours 4
Credits 3
Material Fee: $15.00

GTECH 71000 - Concepts and Theories in GeoInformatics

Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

coreq: Departmental permission required

Hours 3
Credits 3

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.
GTECH 73100 - GeoComputation I

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

GTECH 73200 - Advanced GeoInformatics

Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in GeoInformatics, including data models, algorithms, GIS analysis and scripting.

Elective Courses (12 credits required)

GTECH 70500 - Spatial Data Analysis

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.
GTechnical 71300 - Digital Image Processing and LiDAR Remote Sensing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

Prerequisite: GTECH 71200 multivariate stat, elem linear algebra
Hours 6
Credits 3

GTechnical 72100 - Introduction to Cartographic Design and Geovisualization

This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

Prerequisite: GTECH 70900
Hours 4 hrs
Credits 3 cr.
Material Fee: $15

GTechnical 72200 - Advanced Topics in GeoVisualization

This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

Prerequisite: GTECH 70900
Hours 4 hrs
Credits 3 cr.

GTechnical courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

GTechnical 73300 - GeoComputation 2

Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programmed. Emphasis is on an object-based computational paradigm and spatial data structures.

Prerequisite: GTECH 73100 and GTECH 73200
Hours 4 (2 lecture, 2 lab)
Credits 3
Spring 2022 Courses cover geographic methods and techniques, and are divided into geographic information science,
quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GTECH 73400 - GeoWeb Services**

This course will examine the principles of GeoWeb services in a hands-on fashion. Students will learn about the different standards that are being used in the context of the GeoWeb. They will be introduced to different commercial and open source software solutions and learn how to set up, manage, and use these services. Students will explore the different technologies introduced in class in the lab assignments. Each student will present a topic to the class based on readings provided by the instructor. In the second half of the semester, each student will work on a project that involves the setup and use of GeoWeb services. Basic programming skills in any language are a prerequisite for this course.

*prereq: GTECH 73100 GeoComputation I*

*Hours 3 hrs.*

*Credits 3 cr.*

**GTECH 73500 - Location Based Services**

This course will examine the principles of Location Based Services (LBS) in a hands-on fashion. Students will learn how to design, implement, and test an LBS application in a group project. Therefore, basic programming skills in any language are a prerequisite for this course. The course will be highly interactive in two ways: Each student will present a topic to the class based on readings provided by the instructor, and each student will participate in the group work to develop a working LBS by the end of the semester. For this purpose, mobile devices (iPhones, Android phones, Google Glass) will be provided.

*prereq: One of the following:*

- GTECH 70500 Spatial Data Analysis
- GTECH 73100 GeoComputation I
- CSCI 13500 Software Design and Analysis I

*Hours 3 hrs.*

*Credits 3 cr.*

**GTECH 785XX - Special Topics in GIS**

GIS Applications in various fields such as Social Geography, Urban Geography, and more.

*prereq: GTECH 71000 or equivalent or permission of the department*

*Hours 3*

*Credits 3*

**Internship Courses (3 credits required)**

**GTECH 78800 - GeoInformatics Internships**

Internship with a non-CUNY institution that provides the student with real-world experience of the application of GeoInformatics. Requires an internship contract drawn up by the employer and a faculty adviser and signed by the student. May be repeated for a total of 3.0 credits.

*prereq: Department Permission*
Environmental Studies and Adolescent Education-BA/MA

The Geography Department together with the School of Education also offers a 5-year combined BA/MA Program in Environmental Studies and Adolescent Education. This program is designed for highly qualified Environmental Studies majors who, during the course of their sophomore year, decide to pursue a career in secondary school teaching. For more information please contact the Department of Geography.

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,
Credits 3 cr
fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference
Credits 3
spring only

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,
Credits 1 cr
fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70500 - Cultural and Social Geography

Review of recent work in cultural and social geography; emphasis on literature, critiques.
prereq: GEOG 34700 and 34100 or permission of instructor  
Hours 45 hrs including conference,  
Credits 3 cr  
Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70528 - Introduction to Environmental Ethics

Do animals have rights? Do ecosystems have interests? Are humans separate from the environment? How have the answers to these questions been shaped by scientific understanding and religious belief? How should they be? The development of environmental philosophies and ethics, and how they have interacted with controversial environmental issues, will be explored. Reading assignments include canonical and contemporary philosophers as well as environmentalists. In addition to theory, we will discuss the applications of these ideas in local to global environmental problems. The course will focus on ethical philosophies from the western world, but non-western philosophies might also be discussed.

prereq: none  
Hours 45 hrs including conference,  
Credits 3 cr  
Course pending Senate approval. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70562 - Post-Socialist Geographies

For graduate students in geography, anthropology, economics, sociology, environmental psychology and other related fields. This course examines major political, economic, and social theories that aim to explain the current transformations in post-socialist countries. The neo-liberal theories and policies of transition to capitalism and their consequences are critically examined. The devastating effects of capitalism uncontrolled by democratic governments and labor are discussed.

prereq: GEOG278 or permission of the instructor  
Hours 45 hrs including conference,  
Credits 3 cr  
Course pending Senate approval. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70800 - The Geographies of Urban Space

Critical geographic perspectives on urban development and internal urban space. Latest literature in urban political economy, feminist, and post-structuralist geography with a focus on class, gender and ethnicity in urban space.

prereq: graduate standing and GEOG70100 or GEOG 74300 or equivalent or permission of the instructor  
Hours 45 hrs including conference,  
Credits 3 cr  
Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70957 - Geography of The New York Metropolitan Area

An historical and contemporary geography of the New York Metropolitan area structured around New York State Social Studies Core Curriculum and National Geography Standards. The course will address the relationship between
the physical and social geographies of the five boroughs and the surrounding areas of the Hudson and Long Island; the impacts of significant historical and political events on the region's social and economic geography; and the impacts of changing transportation modes in the evolution of the region. Fieldwork is an integral part of this course. However, alternative field assignments are available for students who have accessibility challenges documented with the Office of Accessibility.

Hours 45 hrs,  
Credits 3 cr

**GEOG 71000 - Economic Geography**

Interactions between people and the natural environment on economic, political and cultural endeavors. Formation of labor markets and their segmentation by class, gender, and ethnicity/race. Change in production systems and economic globalization. Interconnections between economic systems across local, regional, national, and international scales.

Hours 45 hrs including conference,  
Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GEOG 71156 - Coastal Zone Management**

The increasing pressure on the coast is demonstrated with competing demand that leads to conflicts with respect to the carrying capacity of our most precious resource area. The course addresses critical issues related to environmental constraints, the carrying capacity of coastal areas and the need for coastal zone management.

Hours 45 hrs including conference,  
Credits 3 cr

Course pending Senate approval. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GEOG 71200 - Geography of Sustainable Development in Developing Countries**

Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.

*prereq:* graduate standing and one course focusing on development of a developing region, or permission of instructor  
Hours 45 hrs including conference,  
Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

**GEOG 71300 - Rural Water Supply in Developing Regions**

Quality, problems, management, and sustainability of rural water supply and sanitation in developing countries.

*prereq:* graduate standing and one course focusing on development of a developing area, or permission of instructor  
Hours 45 hrs including conference,  
Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.
GEOG 71500 - International Pollution Issues

Global environmental hazards are covered. Issues ranging from intergovernmental efforts to document pollution, to the policy needed to curtail pollution of the future will be addressed. A focus will be on transboundary air and water pollution.

Hours 45 hrs including conference,
Credits 3 cr
Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 74100 - Population Geography

Theoretical and empirical analyses of spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigration.

Hours 45 hrs including conference,
Credits 3 cr
Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74300 - Urban Geographic Theory

Spatial analysis of contemporary and theoretical issues concerning the economic growth, transportation, land use, social segregation, and urban governance in metropolitan areas.

Hours 45 hrs including conference,
Credits 3 cr
Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 79100 - Independent Research in Geography

Intensive individual research in geography under supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser
Credits 1, 2 or 3 cr
Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

GEOG 79200 - Independent Research in Geography

Intensive individual research in geography under supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser
Credits 1, 2 or 3 cr
Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.
GEOG 79300 - Independent Research in Geography

Intensive individual research in geography under supervision of a member of the graduate faculty.

_prereq: permission of the instructor or the graduate adviser
_Credits 1, 2 or 3 cr
_Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

GEOG 79900 - Thesis Research in Geography

Open to students electing the thesis option only.

_prereq: GEOG 701 and permission of the department
_1-6cr may be repeated for credit but only one credit may be applied to satisfy degree requirements. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 72100 - Transportation Geography

GTECH 785XX - Special Topics in GIS

GIS Applications in various fields such as Social Geography, Urban Geography, and more.

_prereq: GTECH 71000 or equivalent or permission of the department
_Hours 3
_Credits 3

GTECH 70200 - Quantitative Methods in Geography

Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

_prereq: Permission by instructor
_Hours 3 hrs
_Credits 3 cr.

_Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70500 - Spatial Data Analysis

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

_prereq: one course in statistics and permission of the instructor
_Hours 60 hrs including conference (2 lectures, 2 labs),
GTECH 70800 - Seminar in GeoInformatics

This seminar is an introduction to the wider GeoInformatics field/industry. Students will be exposed to a number of professionals and researchers in the NYC area, and each student will be required to organize their own speaker from the community. The goals of this seminar course are twofold: to introduce students to the wider GeoInformatics community, and to promote networking and lasting interactions with local and regional GeoInformatics professionals. Students will identify, approach, and invite local and/or regional GeoInformatics professionals to give a talk in one of the weekly seminar sessions for this course. Each student will be responsible for bringing in a speaker, and at the end of the course, the student will be required to discuss the speaker's work, and the research, news, or information that the speaker presented.

*Hours 1 hr.  
Credits 1 cr.*

GTECH 70900 - Introduction to Geographic Information Systems

A thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

*Hours 4  
Credits 3  
Material Fee: $15.00*

GTECH 71000 - Concepts and Theories in GeoInformatics

Theoretical and conceptual foundations of GeoInformatics and Geographic Information Science. For MS GeoInformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

*coreq: Departmental permission required  
Hours 3  
Credits 3*

GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

*prereq: GTECH 71100 or permission of the instructor  
Hours 60 hours (2 lecture and 2 hour labs weekly).*
GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

**GTECH 71300 - Digital Image Processing and LiDAR Remote Sensing**

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; and Light Detection and Ranging (LiDAR) technology and principles and applications; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra

Hours 6
Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material fee: $15.00

**GTECH 72200 - Advanced Topics in GeoVisualization**

This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

prereq: GTECH 70900

Hours 4 hrs
Credits 3 cr.

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

**GTECH 73100 - GeoComputation I**

A comprehensive course in programming that concentrates on object-oriented programming methods and algorithms specific to geographic and cartographic applications.

prereq: GTECH 70900

Hours 4 hrs.
Credits 3 cr.

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

**GTECH 73200 - Advanced GeoInformatics**
Expansion of GTECH 70900 and GTECH 71000 concentrating on advanced concepts in GeoInformatics, including data models, algorithms, GIS analysis and scripting.

*prereq: GTECH 70900 and GTECH 71000
*Hours 45 hrs including conference,
*Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

**GTECH 73300 - GeoComputation 2**

Theory and applications of GeoComputing. Models and algorithms for advanced spatial and temporal modeling are examined and programed. Emphasis is on an object-based computational paradigm and spatial data structures.

*prereq: GTECH 73100 and GTECH 73200
*Hours 4 (2 lecture, 2 lab)
*Credits 3
*Spring 2022 Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

**GTECH 73400 - GeoWeb Services**

This course will examine the principles of GeoWeb services in a hands-on fashion. Students will learn about the different standards that are being used in the context of the GeoWeb. They will be introduced to different commercial and open source software solutions and learn how to set up, manage, and use these services. Students will explore the different technologies introduced in class in the lab assignments. Each student will present a topic to the class based on readings provided by the instructor. In the second half of the semester, each student will work on a project that involves the setup and use of GeoWeb services. Basic programming skills in any language are a prerequisite for this course.

*prereq: GTECH 73100 GeoComputation I
*Hours 3 hrs.
*Credits 3 cr.

**GTECH 73500 - Location Based Services**

This course will examine the principles of Location Based Services (LBS) in a hands-on fashion. Students will learn how to design, implement, and test an LBS application in a group project. Therefore, basic programming skills in any language are a prerequisite for this course. The course will be highly interactive in two ways: Each student will present a topic to the class based on readings provided by the instructor, and each student will participate in the group work to develop a working LBS by the end of the semester. For this purpose, mobile devices (iPhones, Android phones, Google Glass) will be provided.

*prereq: One of the following:

GTECH 70500 Spatial Data Analysis
GTECH 73100 GeoComputation I
CSCI 13500 Software Design and Analysis I
**GTECH 75100 - Field Techniques in Geography**

Observation and analysis of the physical geography, biogeography and geomorphology of selected areas. Field geographic techniques such as data collection and recording, ground-truthing of remotely sensed images, and the use of maps, compasses and GPS to navigate. Additional fee for transportation, room and food allowance required.

*prereq:* GTECH 71000 or equivalent, any two additional GEOG, GEOL, PGEOG or GTECH courses, and permission of the instructor

**GTECH 78501 - Urban Applications of GIS**

Discussion of data, methodology, and examples of using GIS to solve urban problems in economic, social, planning, and political settings. Students are expected to conduct small research projects addressing real world issues.

*prereq:* GTECH 70900

**GTECH 78502 - GIS Applications in Social Geography**

Data representation and analysis of socio-spatial processes and environmental problems. The course is oriented to problem solving and independent data analysis. Students will fulfill an independent GIS project from data collection and database design to analysis and interpretation of results.

*prereq:* GTECH 70900

**GTECH 78800 - Geoinformatics Internships**

Internship with a non-CUNY institution that provides the student with real-world experience of the application of Geoinformatics. Requires an internship contract drawn up by the employer and a faculty adviser and signed by the student. May be repeated for a total of 3.0 credits.

*prereq: Department Permission*
GTECH 79100 - Independent Research in Geographic Information Science

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.

*prereq: permission of the instructor or the graduate adviser
Credits 1
A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.*

GTECH 79200 - Independent Research in Geographic Information Science

Intensive individual research in GIScience under the supervision of a member of the graduate faculty. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

*prereq: permission of the instructor or the graduate adviser
Credits 2
A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.*

GTECH 79300 - Independent Research in Geographic Information Science

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.

*prereq: permission of the instructor or the graduate adviser
Credits 3
A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.*

GTECH 79900 - Thesis Research in Geoinformatics

Supervised development of a master's thesis in Geoinformatics.

*prereq or coreq: Department Permission Required
Credits 3 cr.
may be taken twice for total of 6 credits*

GEOG 65000 - World Geography for Educators

Overview of physical, cultural, and historical geographies of the world's major regions. Content linked to NYS Global History and Geography scope and sequence.

*Hours 3 hrs
Credits 3 cr.
Open only to MA TEP students*
PGEOG 63000 - Science and Society

A study of the interactions between technological and societal changes, with an emphasis on eliciting within the classroom productive oral and written critiques and debates concerning potentially controversial technological change. Focusing on present-day issues, students will learn various models for analyzing the impact scientific change has on society and how social change directs science.

Hours 45 hrs including conference,
Credits 3 cr
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - Challenging Concepts in Earth Science: Using Research to Identify Common Misconceptions and Assess Student Learning

Overview of research and theory related to misconceptions in the earth sciences. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA-TEP degree.

Hours 45 hrs, including conferences,
Credits 3 cr
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 70152 - Hydrology

Provides students an understanding of the hydrologic cycle - the most fundamental principle of hydrology and emphasizes an understanding of the complete hydrological cycle processes at global, regional and watershed scales.

prereq: PGEOG 130 or permission from the instructor
Hours 45 hrs including conference,
Credits 3 cr
Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70160 - Biogeography

This course provides an understanding of the geographic distribution and temporal variability of species, communities, and other organizing units over the face of the Earth and the biotic and abiotic factors and processes underlying these patterns and dynamics.

prereq: PGEOG 13000 or GEOG 10100 or BIO 10000/10200 or permission from the instructor
Hours 45 hrs including conference,
Credits 3 cr
Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.
PGEOG 70179 - Geology of NYC and Vicinity

Focus on the complexity of the geology of the New York Metro area and its vicinity. Using urban public transportation, walking, and hiking, students will directly observe natural exposures of the large variety of rock outcroppings in the area. Course consists of lectures, laboratory exercise, and geologic field trips. Recommended for students in the Teachers of Earth Science (7-12) MA program.

prereq: GEOL 10100 or an equivalent course in introductory geology
Hours 45 hrs including conference,
Credits 3 cr
Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70180 - Geology of New York State

Links fundamental knowledge about the earth materials and earth processes to the complex geology of New York State. Covers the latest information about the geologic ages of rock formations in New York State, plate tectonics, bedrock geology, including metamorphic, igneous, and sedimentary rocks, fossils, and ancient environments. The course consists of lecture, laboratory exercises, and field trips to the Catskill Mountains, Hudson Highlands, the Manhattan Prong, and Montauk Point. Recommended for students enrolled in the Teachers of Earth Science (7-12) MA program. There will be an additional charge for transportation.

prereq: GEOL 10100 or an equivalent course in introductory geology.
Hours 45 hrs including conference,
Credits 3 cr
Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70300 - Coastal Dynamics

Quantitative focus on the dynamic processes affecting the coast and the resulting varied geomorphology. In particular, this course will focus on waves, beaches, barrier island evolution, storm systems and coastal erosion, using the Atlantic coast of New York as a case study. Research and field work expected.

Hours 45 hrs including conference,
Credits 3 cr
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70400 - Urban and Metropolitan Coasts

Physical and quantitative rationale for planning coastal constructions with emphasis on urban coasts. Lectures will focus on natural and anthropogenic influences on coastal environments, and problems facing seaside communities.

Hours 45 hrs including conference,
Credits 3 cr
spring only Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.
PGEOG 70563 - Earth Science Today

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

*Hours 45 hrs including conference,*
*Credits 3 cr*

*Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.*

PGEOG 70567 - Science of Rocks – Petrology

Composition, distribution, and origin of rocks, their scientific description and systematic classification with the focus on the rocks of the New York Metro area. Topics include rock microscopy; field observations of rocks and the relation to the principles of geology; interpretation of geologic maps; lithospheric rock cycle in the context of plate tectonics and earth evolution; and the geology of New York City and its relationship to urban issues. Recommended for earth science students and others interested in the study and uses of rock. There will be an additional charge for local transportation.

*prereq: GEOL 10100 or an equivalent course in introductory geology.*
*Hours 45 hrs including conference,*
*Credits 3 cr*

*Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.*

PGEOG 73200 - Global Climatic Change

Examination of the pre-Quaternary, Quaternary, post-glacial, historical and instrumentally recorded climates; greenhouse gases; aerosols; radiative forcing; processes and modeling; feedbacks; observed changes; detecting the greenhouse effect; sea level rise; effects on ecosystems.

*prereq: a course in atmospheric, geological or environmental science.*
*Hours 45 hrs including conference,*
*Credits 3 cr*

*spring only Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.*

PGEOG 79100 - Independent Research in Physical Geography

Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

*prereq or coreq: GEOG 70100 and 70200, and permission of the instructor or the graduate adviser*
*Credits 1, 2 or 3*

*May be repeated for a maximum of 6 credits with the permission of the graduate adviser*
Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

prereq or coreq: GEOG 70100 and 70200 and permission of the instructor or graduate adviser
Credits 1, 2 or 3
May be repeated for a maximum of 6 credits with the permission of the graduate adviser

PGEOG 79300 - Independent Research in Physical Geography

Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

prereq or coreq: GEOG 70100 and 70200 and permission of the instructor or the graduate adviser
Credits 1, 2 or 3
May be repeated for a maximum of 6 credits with permission of the graduate adviser.

GEOG 70400 - Topics in Human Geography

This course may be used as part of the MA Teacher Education Program in Social Studies.

GTECH 72100 - Introduction to Cartographic Design and Geovisualization

This course explores fundamental design concepts and considerations in map production and presentation in the context of GIS. Students will combine computer graphics and cartographic design principles to develop visual representations and analysis of geospatial information.

prereq: GTECH 70900
Hours 4 hrs
Credits 3 cr.
Material Fee: $15

PGEOG 705XX - Topics in Earth Science

Various special topics courses in physical geography.

PGEOG 70200 - Seminar in Physical Geography

Programs and Courses in History

History

About the Department

The department offers two graduate level programs in history. The first is a master's degree through a joint program with the School of Education. This degree prepares students for New York State certification, which will enable them to teach social studies at the adolescent level (grades 7 – 12). The second leads to an MA in History with a concentration selected by the student in consultation with the faculty. This degree serves as either a terminal degree or as preparation for historical study on the doctoral level, which students can undertake at other institutions.
Programs and Courses

Programs and Courses in History

Program for Teachers of Adolescent Education (Grades 7-12) — Social Studies Master of Arts

See the School of Education section of this catalog for additional information on admission and program requirements.

- Adolescent Social Studies - MA / Advanced Certificate

Administration and Faculty

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Faculty

History Faculty
History - MA

The MA is offered either as a terminal degree or as the first year (30 credits) of work toward fulfilling the requirements of the PhD within the City University. The university’s doctoral program in history is described in the Bulletin of the Graduate Center. http://web.gc.cuny.edu/History/

Advanced doctoral seminars and university colloquia are offered at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Requirements for Admission

General Admission requirements to the graduate programs in the arts and sciences are observed. Eighteen undergraduate credits in History, a 3.0 average, and satisfactory GRE scores are required, as well as two letters of recommendation.

Requirements for the Degree

Each candidate must complete an approved program of study of at least 30 credits, including the thesis seminar, with a B average. Courses other than those in the Department of History at Hunter College may be credited towards the 30 credits with the approval of the graduate advisor, but they may in no case exceed 9 credits.

After completion of all other requirements, the candidate for the degree must present a satisfactory master's thesis prepared in conjunction with the thesis seminar (HIST 77900), approved by two faculty scholars in the appropriate field of history and the graduate adviser. Guidelines for the writing of the master's thesis are available from the graduate adviser online and in the History Department office.

HIST 74151 - Era of American Revolution

The development of the English-American colonies from early settlement through 1763.

*Hours 3 including conference,*

*Credits 3*

HIST 74250 - Nineteenth-century United States: Early Republic

Economic, social, and political aspects of American history from 1789 to 1828.

*Hours 3 hrs including conference,*

*Credits 3*

HIST 74400 - Twentieth-century United States


*Hours 3 including conference,*

*Credits 3*

HIST 74500 - Twentieth-century United States: United States as a World Power
This course considers America's impact on the world in the twentieth-century and, at the same time looks at the way the world influenced life in twentieth-century America.

Hours 3 including conference,
Credits 3

HIST 75000 - History of the American Labor Movement

The history of the American labor movement from the late-nineteenth through the late-twentieth centuries, with a focus on the various ways American laborers organized themselves and struggled for control over their work and their daily lives.

Hours 3 including conference,
Credits 3

HIST 75500 - Growth of the American City

Development of the city as physical environment, social experience, political entity, and cultural symbol from the colonial era to the present.

Hours 3 hrs including conference,
Credits 3

HIST 75650 - U.S. Constitutional History

The development of American constitutionalism from its English origins to the implementation of the U.S. Constitution

Hours 3
Credits 3

HIST 77207 - Race and Racism in U.S. History

Examines the centrality race, racial politics and racism in U.S. history. Considers the social experiences produced by racialization and various political movements for racial equality.

Hours 3 including conference
Credits 3

HIST 77409 - Gender and Sexuality in the U.S.

Examines recent work in the twentieth-century history of gender and sexuality in the United States.

Hours 3
Credits 3

HIST 77427 - United States Since 1865

Considers the history of the U.S. from 1865 to the Vietnam war. Focuses on political, social and international developments.
HIST 76802 - East Asia: 1600 - Present

Coming of West to Asia and resulting processes of revolution and modernization after 1600 AD.

HIST 76804 - East Asia: Ancient Times to 1600

Survey of traditional cultures and sociopolitical structures of China, Japan, Korea and Vietnam to about 1600

HIST 76805 - China Since 1800

Internal and external challenges to China's traditional order; the collapse of the imperial system and the establishment of a republic; the warlord period; the war against Japan; the civil war between Communist and Nationalist forces; China since the rise of the Communist Party to state power in 1949.

HIST 77461 - Rise and Fall of Chinese Communism

Examines the intellectual, political and international context of the origin of the Chinese Communist Party, explores debates and factional struggles between party leaders and inquires into the the challenges posed from without the party. Introduces contending explanations of the Communist Party's rise to state power and its shifting policies and ideological justifications since that time.

HIST 77800 - Individual Tutorial Research

HIST 77900 - Thesis Seminar: Independent Research

Required of all candidates for MA in history.
**HIST 78000 - History Colloquium for First-Year MA Students**

This team-taught course, which MA students will be strongly encouraged to take, is designed to help incoming students gain greater understanding of different geographic and thematic fields of historical study.

*Hours 3*
*Credits 3*
*Fall semester discussion-based seminar; grading is Pass-Fail*

**HIST 79000 - Research Methods for First-Year MA Students**

This course, which MA students will be strongly encouraged to take, is designed to help first-year students develop their skill as researchers and writers, as they prepare to begin working on their theses in the second year of the program.

*Hours 3*
*Credits 3*
*Spring semester*

**HIST 79800 - Internship**

Fieldwork in organizations engaged in historical research.

*prereq: perm grad adviser*
*Hours 3 hrs including conference,*
*Credits 3*

**HIST 74000 - Modern Jewish Social and Intellectual History**

Jewish movements and thinkers since 18th century; changing aspects of Jewish identity, new philosophies, impact of anti-Semitism and Zionism.

*Hours 3 hrs including conference,*
*Credits 3*

**HIST 74800 - American Jewish History**

Jewish life, 17th century to present: immigration, distribution, community structure, leaders, cultural creativity, economic and social integration, minority/majority relations.

*Hours 3 including conference,*
*Credits 3*

**HIST 76600 - Colloquium in Latin American History**

*Hours 3 hrs*
*Credits 3*

**HIST 77411 - Colonial Latin America**
Provides an overview of the early political, economic, cultural and social history of Latin America (1400s – 1820s) from the immediate pre-Hispanic era until the wars of independence in the 1820s.

*Hours 3*
*Credits 3*

**HIST 76801 - Middle East, 1500 – Present**

Introduces Middle East history from the sixteenth century, during the period of the time of the great Ottoman and Persian empires, to the present.

*Hours 3*
*Credits 3*

**HIST 76804 - Middle East to 1800**

Introduces the origins and development of the history and civilization of the Middle East since the advent of Islam in the Arabian peninsula until 1800.

*Hours 3*
*Credits 3*

**HIST 77444 - Women and Gender in Islam**

Examines, through translated works, the various roles that Muslim women have assumed, and the wide variety of their experiences since the beginning of Islam in the sixth century to the modern period.

*Hours 3*
*Credits 3*

**HIST 72900 - Soviet Foreign Relations in a Changing World**

Objectives and strategies which the Soviet leadership adopted and mapped out at each stage in the period 1917 to 1945.

*Hours 3 including conference,  
Credits 3*

**HIST 77472 - Human Rights and the Non-Western World**

Focuses on the idea of human rights as it has been understood and propagated in the non-Western world. The primary focus is on the twentieth century.

*Hours 3*
*Credits 3*

**HIST 71252 - Modern Intellectual History 18th – 20th Centuries**

*Hours 3 hrs including conference,  
Credits 3*
HIST 72700 - History of African Americans in the United States

Hours 3 hrs including conference,
Credits 3

HIST 74150 - Colonial America

HIST 74300 - History of Civil War and Reconstruction Era in United States

Hours 45 hrs including conference,
Credits 3 cr

HIST 74700 - Nineteenth-century American Reform Movements

Hours 45 hrs including conference,
Credits 3 cr

HIST 75400 - Contemporary Europe

Hours 45 hrs including conference,
Credits 3 cr

HIST 76803 - Gandhi

Hours 3
Credits 3

HIST 77301 - The Long Nineteenth Century: Comparative History

Hours 3
Credits 3

HIST 77302 - Making the Nation in Nineteenth-Century Europe

Hours 3
Credits 3

HIST 77303 - Britain’s Long Century: 1688 – 1830

Hours 3
Credits 3

HIST 77412 - Topics and Themes: Debating the Rise of the West
Hours 3  
Credits 3  

HIST 77414 - Revolutionary England 1603-1714  

Hours 3  
Credits 3  

HIST 77414 - Women in Modern Europe  

Hours 3  
Credits 3  

HIST 77429 - Concepts in Jewish History  

Hours 3  
Credits 3  

HIST 77434 - Reformation and Wars of Religion  

Hours 3  
Credits 3  

HIST 77440 - Modern European History: Fact and Fiction  

Hours 3  
Credits 3  

HIST 77450 - Hitler and National Socialism, 1919 - 1945  

Hours 3  
Credits 3  

HIST 77453 - Biography and Autobiography in U.S. History  

HIST 77457 - Immigration and Ethnicity in the United States  

Hours 3  
Credits 3  

HIST 77462 - Women and Family in the United States
Programs and Courses in Integrated Media Arts

Film and Media Studies

Overview

With a world class faculty and up-to-date production facilities, Hunter College's Department of Film & Media Studies offers a graduate MFA degree in Integrated Media Arts. This degree focuses on politically and socially engaged creative work and the social role of media and technology. Our program educates multi-disciplinary media professionals, socially aware and competent in the diverse range media skills that are being brought together in a digital media environment.

The IMA Program offers a 48-credit course of study, combining analytical seminars, interdisciplinary research, and creative workshops in writing, visual communication, and media production, and culminating in an advanced thesis project and paper. Student work in the program has included single channel documentaries, interactive websites, handmade electro-mechanical devices, public exhibitions, interactive installations, transmedia narratives, live performances, and rich media for the expanding spectrum of screen based platforms. Building on a foundation of research and analysis, IMA students explore and create new ways to advance information and ideas, balancing critical thinking with aesthetics, contemporary issues with an historical perspective, theory with practice, and traditional methods with new technologies.

What can I do with my degree in Film and Media Studies/Integrated Media Arts?

Graduates work in media, communications, advertising, marketing and the entertainment industry. Advances in technology are opening up a host of other career options for individuals with degrees in multimedia. As multimedia continues to infiltrate our culture and work its way into our everyday lives, the future may hold even more unknown opportunities.

Program and Courses

Integrated Media Arts - MFA
Administration and Faculty

Chair:

Kelly Anderson
433 North
(212) 396-6066

Department Office:

433 North
(212) 772-4949
https://ima-mfa.hunter.cuny.edu
Hours of Operation: Monday-Friday 9:00 AM - 5:00 PM

MFA Program Director:

Andrew Lund
402B North
(212) 772-4556
alund@hunter.cuny.edu

Faculty

IMA Faculty

Programs and Courses in Mathematics and Statistics

Mathematics and Statistics

OVERVIEW

The Department of Mathematics and Statistics offers a choice of master’s programs. The MA in Pure Mathematics is a 30-credit degree program. The coursework largely mirrors the first two years of a doctoral program in Mathematics. Achievement of the degree includes a comprehensive examination. In addition students must show reading competency in a foreign language. The MA Program in Statistics and Applied Mathematics is intended for students interested in applications to business, science, engineering, industry, biology, and medicine, as well as teaching and research. This is a 30-credit degree program. There are four tracks: Statistics is Track I, Applied Mathematics is Track II, Bioinformatics is Track III, and Mathematical Finance is Track IV. Achievement of the degree requires a final project as well as working knowledge of two computer languages. The final projects provide the student with the opportunity to investigate a problem whose outcome is not previously known. Our faculty mentor the projects. The department also has combined BA/MA programs in: (1) Mathematics and (2) Statistics and Applied Mathematics.
In addition, the department offers, jointly with the School of Education, an MA in Adolescent Mathematics Education Grades 7-12, and a combined BA/MA in Adolescent Mathematics Education. The MA in Mathematics Education is designed for individuals without initial certification in mathematics. Individuals who already have initial certification in mathematics should pursue either the MA in pure mathematics or the MA in statistics and applied mathematics or the new Professional Certification master's program.

What can I do with my degree in Mathematics and Statistics?

Students use the MA in Pure Mathematics for various purposes. Many use their added mathematics background as part of a competitive application to a doctoral program. In-service teachers gain permanent certification via their MA. Others use their degree to seek employment or advancement to positions that require an advanced degree. Several seek positions as instructors at local area colleges. Others are in areas unrelated to education.

Programs and Courses in Mathematics and Statistics

Programs and Courses in Mathematics and Statistics

Program for Teachers of Adolescent Education (Grades 7-12) – Mathematics MA

See the School of Education section of this catalog for additional information on admission and program requirements.

- Adolescent Mathematics - MA / Advanced Certificate

Administration and Faculty

Chair:

Barry Cherkas
919 East
(212) 772-5300
barry.cherkas@hunter.cuny.edu

Department Office:

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM
919 East
(212) 772-5300
Website: http://math.hunter.cuny.edu

Dolciani Mathematics Learning Center:

Hunter East, 7th Floor Library – Silverstein Student Success Center
(212) 772-5371

Faculty
HEGIS Codes: 1701 (BA; BA/MA in Mathematics, Adolescent Education/Mathematics); 1701/1703 (BA/MA in Mathematics/Statistics and Applied Mathematics); 1702 (BA in Statistics); 1702/1703 (BA/MA in Statistics/Statistics and Applied Mathematics)

Mathematics Grades 7-12 Adolescent Education - BA/MA

Students interested in secondary school teaching may pursue a combined BA/MA program in teaching. This program requires a minimum of 141 credits.

Admission Requirements for the BA/MA in Teaching

1. Completion of at least 45 credits with a GPA of 3.0.
2. Completion of at least 10 credits in mathematics, including a year of calculus (MATH 15000 and 15500 or the equivalent), with an average of 2.7 in these major courses.
3. Admission to the School of Education

Degree Requirements for the BA/MA in Teaching

BA in Mathematics or Statistics

The 33 credits required for the BA in Mathematics OR the 32 credits required for the BA in Statistics, as described in the Undergraduate Catalog

Graduate Courses in Mathematics and Statistics

The following 15 graduate credits:

MATH 62000 - Secondary School Mathematics from an Advanced Perspective I

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

prereq: Calculus II and a course in linear or matrix algebra
Hours 3 hrs
Credits 3 cr
Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective II
Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

*Hours 3 hrs.*  
*Credits 3 cr.*  
*Open only to Teacher Education Program students.*

**MATH 63300 - Axiomatic Geometry**

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical context.

*prereq: departmental permission*  
*Hours 3*  
*Credits 3*

**MATH 63500 - Problem Solving Explorations in Mathematics**

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.

*prereq: none*  
*Hours 3*  
*Credits 3*

**STAT 61200 - Discrete Probability**

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

*prereq: a statistics course on or above the level of STAT 11300*  
*Hours 3*  
*Credits 3*

-or-

**STAT 61400 - Data Analysis Using Statistical Software**

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

*prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.*  
*Hours 3 hrs.*  
*Credits 3 cr.*

**Comprehensive Examination in Mathematics**
Also required is a comprehensive examination in mathematics consisting of three parts covering the material in MATH 62000, 63000 and 63300. Students may sit for the comprehensive examination only after having taken all three courses. Students who fail any part of the examination need only retake that part of the examination. A student can take the comprehensive exam in mathematics twice; after that, a committee formed by the Mathematics/Statistics Chairperson and consisting of members from the Department of Mathematics and Statistics and the School of Education will decide if the student can take the exam a third and final time.

School of Education Courses

The student should consult the School of Education section of the graduate college catalog for the sequence of teacher education courses

Mathematics or Statistics and Applied Mathematics - BA/MA

The BA/MA program offers promising students the opportunity to complete both the bachelor's and master's requirements without a separate application for admissions or GRE requirement. Requirements are the same as those for a major in the department, plus 30 credits at the graduate level. Interested students should contact the graduate adviser for further information regarding eligibility and curriculum requirements.

Option 1: Mathematics and Pure Mathematics (63-83 credits)

Students complete the BA in pure mathematics with 30 additional credits at the graduate level in pure mathematics approved by the departmental graduate adviser.

- Mathematics - BA
- Mathematics: Pure Mathematics - MA

Option 2: Mathematics and Statistics and Applied Mathematics (63-83 credits)

Students complete the BA in mathematics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

- Mathematics - BA
- Statistics and Applied Mathematics - MA

Option 3: Statistics and Statistics and Applied Mathematics (63-83 credits)

Students complete the BA in statistics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

- Statistics - BA
- Statistics and Applied Mathematics - MA

Please note: Modifications in these programs are awaiting approval by NY State. Please consult department for details.

Pure Mathematics - MA

Students in the MA program in Pure Mathematics want to investigate mathematics beyond the undergraduate level. Most have a bachelor's degree in mathematics. But there are always several students with an undergraduate degree in a related topic and a few whose undergraduate background is completely unrelated. In both of these cases, the students filled out their mathematics background prior to applying for admissions. Students use this program for various purposes. Many use their added mathematics background as part of a competitive application to a doctoral program. In-service teachers gain permanent certification via their MA. Others use their degree to seek employment or advancement.
to positions that require an advanced degree. Several seek positions as instructors at local area colleges. Others are in areas unrelated to education.

Admission Requirements for the MA

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. The Department's requirements are flexible. They are intended to encourage students without a prior specialization in mathematics to pursue a degree in mathematics.

Degree Requirements for the MA

Thirty credits (10 courses) from courses chosen as follows:

1. Algebra Requirement

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3
Credits 3

The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

and at least one of

MATH 72200 - Modern Algebra II

Extension fields to the fundamental theorem of Galois Theory and solvability by radicals. Commutative rings to the Hilbert basis theorem and elements of algebraic varieties.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3
Credits 3

The ring and field theory portion of a three semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics.

or

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3
Credits 3

The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.
2. Analysis Requirement

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.

prereq: 1 year of advanced calculus
Hours 3 hrs.
Credits 3 cr.

and at least one of

MATH 74200 - Analytic Functions

Theoretical treatment of the properties of a function of a complex variable including Cauchy's Theorem, the special functions, power series, and the Riemann Mapping theorem.

prereq: MATH 35300 or equivalent and departmental permission
Hours 3
Credits 3

A stand-alone course in functions of a complex variable presented at a higher level than MATH 35300 or MATH 64200. The course is intended for both Pure and Applied Math students and optionally a required course for the MA in Pure Math. An undergraduate course in complex variables is preferred, but not required.

or

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission
Hours 3
Credits 3

The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

3. Geometry and Topology Requirement

at least one of

MATH 75100 - General Topology

Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

prereq: advanced calculus or permission of Department
Hours 3 hrs.
Credits 3 cr.

or

MATH 75000 - Calculus on Manifolds
The derivative as a linear map; the Riemann integral, including Fubini's Theorem and the Change of Variable formula; tensor and exterior algebras; differential forms and integrals thereof; Stokes' Theorem.

**prereq:** MATH 26000 and MATH 35200 or permission of the instructor.

**Hours** 3  
**Credits** 3

### 4. Elective Course Requirement (15 credits)

Fifteen credits (5 courses) from MATH 70000 and/or STAT 70000-level courses approved by the graduate mathematics adviser are required. The department’s course rotation schedule may make it necessary to substitute a limited number of courses at the MATH 60000 level with permission of the adviser.

### 5. Written comprehensive examination

Written comprehensive examinations are required in algebra and analysis (see 1 and 2 above) and in two additional areas to be chosen by the student with the adviser's approval. The comprehensive examinations must be completed in the student's final semester. Students who fail an examination may repeat the examination. If a student fails an examination twice, the department chair will appoint a committee to review the student's case. The student may be allowed to repeat the examination for a final time or may be required to leave the program.

### 6. Reading knowledge

Students must exhibit a reading knowledge of French, German, Russian or another language with a sufficiently rich mathematical literature.

**Note**

*For further information on the MA in Pure Mathematics, please contact Professor John Loustau: jloustau@msn.com.*

### Statistics and Applied Mathematics - MA


- Statistics and Applied Mathematics - Track I: Statistics
- Statistics and Applied Mathematics - Track II: Applied Mathematics
- Statistics and Applied Mathematics - Track III: Biostatistics
- Statistics and Applied Mathematics - Track IV: Financial Mathematics

### Statistics and Applied Mathematics - Track I: Statistics

Return to: Programs and Courses in Mathematics and Statistics

**Admission Requirements for Track I: Statistics**
The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Multivariate Calculus (MATH 25000) and one semester of calculus-based Linear Algebra (MATH 26000). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements:

Required core (15 credits, 5 courses)

**STAT 70100 - Advanced Probability Theory I**


*prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70200 - Advanced Probability Theory II**

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

*prereq: STAT 70100 or permission of the department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70300 - Mathematical Statistics**


*prereq: permission of the department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70600 - General Linear Models I**


*prereq: STAT 70100 and 70300 or equivalent or permission of department*

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 70700 - General Linear Models II**

prereq: STAT 70600 or equivalent
Hours 3 hrs.
Credits 3 cr.

Electives (12 credits, 4 courses)

Twelve credits in statistics, computer science, mathematics, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the MATH 70000 and/or STAT 70000 level. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

Project (3 credits, 1 course)

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department
Hours 3
Credits 3

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

Note(s)

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

For further information on the MA in Statistics, please contact the statistics adviser.

*The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.

**Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30-credit (10-course) total.

Return to: Programs and Courses in Mathematics and Statistics

Statistics and Applied Mathematics - Track II: Applied Mathematics

Return to: Programs and Courses in Mathematics and Statistics
Most students in Track II do their project in differential equations. The context may be engineering or finance. The techniques may be from numerical analysis or statistics or a combination of these.

Admission Requirements - Track II: Applied Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Multivariate Calculus (MATH 25000) and one semester of calculus-based Linear Algebra (MATH 26000). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements:

Required core (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I


*prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department
*Hours 3 hrs.
*Credits 3 cr.

MATH 68500 - Numerical Methods

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.

*prereq: a course in ordinary differential equations
*Hours 3 hrs.
*Credits 3 cr.

STAT 78600 - Modeling and Visualization

The development of continuous mathematical models, the resolution of the resulting differential equations by numerical techniques and the visualization of the simulated data. Problems come from various areas of the social, biological and physical sciences.

*prereq: Departmental permission
*Hours 3
*Credits 3

One of:

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.
prereq: 1 year of advanced calculus
Hours 3 hrs.
Credits 3 cr.

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission
Hours 3
Credits 3
The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interested in the theoretical foundation for numerical analysis.

One of

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

prereq: MATH 38500 and departmental permission
Hours 3
Credits 3
One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.

• MATH 79562: Stochastic Optimization: Computation and Simulation
Electives (12 credits, 4 courses)

Twelve credits in statistics, computer science, mathematics, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the MATH 70000 and/or STAT 70000 level. Electives must be approved by the Graduate Applied Math Advisor. Alternatives to required courses that were not selected may be used as electives.

Suggested electives are:

**MATH 64200 - Introduction to Theory of Functions of a Complex Variable**

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

*prereq: a course in advanced calculus*

*Hours 3 hrs.*

*Credits 3 cr.*

**MATH 68500 - Numerical Methods**

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.

*prereq: a course in ordinary differential equations*

*Hours 3 hrs.*

*Credits 3 cr.*

**MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation**

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

*prereq: MATH 38500 and departmental permission*

*Hours 3*

*Credits 3*

*One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.*

**MATH 65400 - Dynamical Systems and Chaos**

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

*prereq: a course in multivariate calculus and a course in linear algebra*

*Hours 3 hrs.*

*Credits 3 cr.*

*Familiarity with MAPLE or MATHEMATICA encouraged*

**MATH 74600 - Theory of Functions of a Real Variable I**
Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.

prereq: 1 year of advanced calculus
Hours 3 hrs.
Credits 3 cr.

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission
Hours 3
Credits 3
The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department
Hours 3 hrs.
Credits 3 cr.

STAT 70300 - Mathematical Statistics

hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

*prereq: permission of the department*

**Hours 3 hrs.**

**Credits 3 cr.**

**STAT 70600 - General Linear Models I**


*prereq: STAT 70100 and 70300 or equivalent or permission of department*

**Hours 3 hrs.**

**Credits 3 cr.**

**STAT 70700 - General Linear Models II**


*prereq: STAT 70600 or equivalent*

**Hours 3 hrs.**

**Credits 3 cr.**

**STAT 71500 - Time Series Analysis**

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

*prereq: C or better in STAT 61400, or an equivalent introductory statistics course.*

**Hours 3 hrs.**

**Credits 3 cr.**

**STAT 72200 - Theory of Games**

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

*prereq: a course in linear algebra and a course in probability*

**Hours 3 hrs.**

**Credits 3 cr.**

**STAT 72600 - The Theory and Methods of Sampling**

prereq: STAT 70100 or equivalent, or permission of the department
Hours 3 hrs.
Credits 3 cr.

STAT 73900 - Bayesian Statistics


prereq: prerequisite: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.
Hours 3
Credits 3

STAT 76100 - Advanced Concepts in Financial Markets

Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes such as hedging and speculation, and potential problems that can arise in the application of financial derivatives.

prereq: permission of the department
Hours 3
Credits 3

STAT 78700 - Statistical Models for Spatial Data

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

prereq: STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor
Hours 3
Credits 3

Project (3 credits, 1 course)

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department
Hours 3
Credits 3
The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

Note(s)

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

*The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.

**Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30-credit (10-course) total.

Return to: Programs and Courses in Mathematics and Statistics

Statistics and Applied Mathematics - Track III: Biostatistics

Return to: Programs and Courses in Mathematics and Statistics

Degree Requirements:

Required core (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I


prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 3 hrs.
Credits 3 cr.

STAT 70300 - Mathematical Statistics


prereq: permission of the department

Hours 3 hrs.
Credits 3 cr.
**STAT 70600 - General Linear Models I**


> **prereq:** STAT 70100 and 70300 or equivalent or permission of department  
> **Hours 3 hrs.**  
> **Credits 3 cr.**

**STAT 73900 - Bayesian Statistics**


> **prereq:** C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.  
> **Hours 3**  
> **Credits 3**

and one of

**STAT 71600 - Data Analysis**

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re-sampling schemes; robust estimation; and robust regression methods.

> **prereq:** C or better in STAT 61400, or an equivalent introductory statistics course.  
> **Hours 3 hrs.**  
> **Credits 3 cr.**  
> **This course is cross-listed with BIOS 75600**

**STAT 71700 - Multivariate Analysis**

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection-pursuit.

> **prereq:** C or better in STAT 61400, or an equivalent introductory statistics course.  
> **Hours 3 hrs.**  
> **Credits 3 cr.**

* Depending on the statistics background of the entering student, STAT 75000 Applied Biostatistics I and STAT 75100 Applied Biostatistics II might be taken instead of STAT 70300 Mathematical Statistics.

**Electives (9-12 credits, 3-4 courses)**

Nine to twelve credits in statistics, biology, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the 700 level. Electives must be approved by the Graduate Biostatistics Advisor.
Alternatives to required courses that were not selected may be used as electives.

**STAT 71400 - Topics in Statistical Inference**

Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

*Hours 3 hrs.*
*Credits 3 cr.*

**STAT 71500 - Time Series Analysis**

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

*prereq: C or better in STAT 61400, or an equivalent introductory statistics course.*
*Hours 3 hrs.*
*Credits 3 cr.*

**STAT 71600 - Data Analysis**

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

*prereq: C or better in STAT 61400, or an equivalent introductory statistics course.*
*Hours 3 hrs.*
*Credits 3 cr.*
*This course is cross-listed with BIOS 75600*

**STAT 71700 - Multivariate Analysis**

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection- pursuit.

*prereq: C or better in STAT 61400, or an equivalent introductory statistics course.*
*Hours 3 hrs.*
*Credits 3 cr.*

**STAT 71800 - Analysis of Variance**

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics include: one-, two- and many way layouts; decomposition and partitioning of variance; fixed-, random-, and mixed-affects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

*prereq: C or better in STAT 61400, or an equivalent introductory statistics course.*
*Hours 3 hrs.*
*Credits 3 cr.*
*This course is cross-listed with BIOS 75800*

**STAT 72600 - The Theory and Methods of Sampling**

prereq: STAT 70100 or equivalent, or permission of the department
Hours 3 hrs.
Credits 3 cr.

STAT 73900 - Bayesian Statistics


prereq: prerequisite: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.
Hours 3
Credits 3

STAT 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression, and log-linear models.

Cross-listed BIOS 75200
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.
Hours 3
Credits 3

STAT 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal and random effects models, time-dependent covariates, missing values.

Cross-listed BIOS 75300
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.
Hours 3
Credits 3

STAT 75400 - Design and Analysis of Complex Surveys

An introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.
Cross-listed BIOS 75400
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.
Hours 3
Credits 3

STAT 75500 - Survival Analysis

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data and case studies.

Cross-listed BIOS 75500
prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.
Hours 3
Credits 3

STAT 78700 - Statistical Models for Spatial Data

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

prereq: STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor
Hours 3
Credits 3

ANTH 79000 - Biological Anthropology (Core Course)

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

Hours 3 hrs, including conferences,
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

ANTH 79300 - Human Evolutionary Genetics

Analysis of distribution of contemporary human populations and microevolutionary processes that underlie human variability.

Hours 3 hrs, including conferences.
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,


BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401

BIOL 79049 - Computational Molecular Biology

An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure prediction, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories and hands-on exercises.

This course is designed for upper-level undergraduates and graduate students. Prior experiences in the UNIX Operating System and at least one programming language are required.

prereq: CSCL132 (Practical Unix and Perl Programming) and BIOL 300 (Biochemistry), or permission by the instructor.

CHEM 69803 - Chemical Genomics

The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course, students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then,
they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

*Hours 3  
*Credits 3

Project (3 credits, 1 course)

**STAT 79000 - Case Seminar**

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

*prereq: permission of the department  
*Hours 3  
*Credits 3

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

Notes

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

For further information on the MA in Bioinformatics, please contact the statistics adviser.

*The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.  
**Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30-credit (10-course) total.

**Statistics and Applied Mathematics - Track IV: Financial Mathematics**

Return to: Programs and Courses in Mathematics and Statistics

This concentration is designed to teach students the mathematical methods involved in the solution of problems in finance. Several financial institutions—such as investment banks and commercial banks, hedge funds, credit rating and/or regulatory agencies—apply these methods to such problems as derivative securities valuation and hedging, trading, portfolio optimization, and risk management.

The concentration provides students the rigorous theoretical background to obtain jobs as quantitative analysts working as support to traders in front office jobs, or middle office risk management teams, as asset management specialist for hedge funds, as model analysts in credit rating companies and other such related jobs as quantitative strategists in trading firms. While a career in the financial industry is possible, our program is also meant to expose the student to the theoretical foundations required to successfully pursue a PhD in the disciplines associated with mathematical finance.
The concentration builds upon existing strengths in the department both in applied mathematics (numerical methods) and statistics (probability theory, statistical inference/machine learning, applied statistical analysis), while bringing in the tools of finance and financial economics to create a unique combination of courses that will provide rigorous training and a general exposure to the principles of mathematical finance.

Admission Requirements - Track IV: Financial Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Multivariate Calculus (MATH 25000) and one semester of calculus-based Linear Algebra (MATH 26000). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements

Required core (24 credits, 8 courses)

STAT 70100 - Advanced Probability Theory I


*prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 3 hrs.
Credits 3 cr.

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

*prereq: STAT 70100 or permission of the department

Hours 3 hrs.
Credits 3 cr.

STAT 70300 - Mathematical Statistics


*prereq: permission of the department

Hours 3 hrs.
Credits 3 cr.

MATH 68500 - Numerical Methods

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.
prereq: a course in ordinary differential equations

Hours 3 hrs.
Credits 3 cr.

STAT 76100 - Advanced Concepts in Financial Markets

Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes such as hedging and speculation, and potential problems that can arise in the application of financial derivatives.

prereq: permission of the department

Hours 3
Credits 3

STAT 76200 - Stochastic Methods in Finance

Mathematical theory and probabilistic tools for modeling and analyzing security markets. Pricing options in complete and incomplete markets, equivalent martingale measures, utility maximization, interest rate models.

prereq: STAT 70100, STAT 70200, STAT 76100

Hours 3 hrs
Credits 3 cr.

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 76000 - Financial Economics

Examination of the models of finance: optimization over time, asset valuation and risk management. Applications to models of asset pricing, including stocks, bonds and options; portfolio selection; and problems in corporate finance including investment analysis and capital structure.

prereq or coreq: ECO 70100 and ECO 72100

Elective (3 credits, 1 course)

ECO 71100 - Banking and Financial Markets

Factors determining banking and financial structure in US. Issues involving financial crises and bank failure, allocation of financial resources, regulation and competition.

prereq: ECO 21000
prereq or coreq: ECO 70300 and ECO 72100
ECO 72100 - Linear Econometric Analysis

Econometric analysis of linear statistical models. Topics include: ordinary least squares-estimation, inference, testing and specification testing; instrumental variables and simultaneous equations models; panel data regression; time series and forecasting

prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B
prereq or coreq: MATH 15500

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability
Hours 3 hrs.
Credits 3 cr.

ECO 76500 - Games and Information

Game theory offers a framework for analyzing social interactions and emergent behavior in a very wide variety of human contexts. The purpose of this course is to offer a critical introduction to game theory and its applications. Economic applications include the analysis of conflict and the emergence of trust and cooperation out of anarchy, the analysis of firms' strategic behavior in concentrated markets, or of herd behavior and panics in financial markets. Asymmetric information economics and mechanism-design extend game theory by exploring how the design of the rules of a game, or the initial distribution of information might affect equilibrium behavior outcomes, and therefore how one might choose to set up the rules of the game to govern their interactions.

prereq or coreq: ECO 70100

Project (3 credits, 1 course)

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department
Hours 3
Credits 3
The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

Notes

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement. Typically, this is satisfied by learning and using R, MATHEMATICA, SPSS and/or SAS. They use Mathematica in MATH 68500, and R in STAT 71500, STAT 71600, STAT 71700, STAT 70600, and STAT 70700.

MATH 60100 - Mathematical Methods for the Physical Sciences

Topics include: Fourier Series, Sturm-Liouville theory, Green functions, and eigenfunction expansions. These will be applied to the heat, wave, Laplace, and one-dimensional Schroedinger equations.

prereq: a course in ordinary differential equations
Hours 3 hrs
Credits 3 cr

MATH 61000 - Mathematics for the Elementary School from an Advanced Standpoint

Study, from an advanced standpoint, of the mathematics involved in the elementary school common core, with special focus on Numbers and Quantities; Algebra and Change. Open only to Teacher Education Program students.

prereq: MATH 10400 and MATH 10500 or their equivalent. Entry is by departmental permission.
Hours 3 hrs
Credits 3 cr.
The course is intended for students in the Elementary Mathematics Specialist Program.

MATH 61500 - Middle School Mathematics from an Advanced Perspective

Study of the fundamental concepts, procedures, and understanding of topics in middle school mathematics included in the Common Core State Standards: arithmetic, algebraic expressions and equations, geometry, statistics, probability, and functions, with an emphasis on current research recommendations.

Hours 3 hrs
Credits 3 cr.

MATH 62000 - Secondary School Mathematics from an Advanced Perspective I

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

prereq: Calculus II and a course in linear or matrix algebra
Hours 3 hrs
Credits 3 cr
Open only to Teacher Education Program students.
MATH 61000 - Introduction to Abstract Algebra

Introduction to the theory of groups and rings.

prereq: a course in linear algebra
Hours 3 hrs
Credits 3 cr

MATH 62200 - Further Topics in Advanced Abstract Algebra

Elements of Galois theory, construction with ruler and compass, advanced topics in ring theory and linear algebra.

prereq: a course in introductory abstract algebra
Hours 3 hrs
Credits 3 cr

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra
Hours 3 hrs
Credits 3 cr

MATH 62800 - Number Systems

Postulational construction of the positive integers. Development of the rational integers, the rational numbers, the real numbers, the complex numbers, together with binary operations and order relations. Topics from hypercomplex number systems or the theory of transfinite numbers.

Hours 3 hrs.
Credits 3 cr.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective II

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

Hours 3 hrs.
Credits 3 cr.
Open only to Teacher Education Program students.

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical context.

prereq: departmental permission
MATH 63400 - Geometries I

Topics in affine and projective geometry and/or topics in differential geometry.

prereq: a course in linear algebra

Hours 3
Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.

prereq: none

Hours 3
Credits 3

MATH 64000 - Topics in Calculus

Topics in single and multi-variable calculus examined from an advanced standpoint and incorporating use of graphing calculators and such computer packages as MAPLE and MATHEMATICA.

prereq: MATH 63000

Hours 3 hrs.
Credits 3 cr.
Open only to Teacher Education Program students

MATH 64100 - Mathematical Analysis I

Mature consideration of theory and processes of calculus, including the Heine-Borel and Bolzano-Weierstrass Theorems.

prereq: MATH 26000 and either MATH 25400 or 25500

Hours 3 hrs.
Credits 3 cr.

MATH 64200 - Introduction to Theory of Functions of a Complex Variable

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

prereq: a course in advanced calculus

Hours 3 hrs.
Credits 3 cr.

MATH 64500 - Mathematical Analysis II

Continuation of MATH 64100 with an emphasis on functions of several variables.
prereq: MATH 64100
Hours 3 hrs.
Credits 3 cr.

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

prereq: a course in multivariate calculus and a course in linear algebra
Hours 3 hrs.
Credits 3 cr.
Familiarity with MAPLE or MATHEMATICA encouraged

MATH 65500 - Challenging Concepts in Mathematics: Using Research to Identify Common Misconceptions and Assess Student Learning

Students will explore the key concepts in mathematics that have been identified to cause particular difficulties for students in secondary schools (7-12), as well as in the introductory courses in college. The research literature will be surveyed with a particular emphasis on the methodologies used to uncover these key concepts and to identify student misconceptions. Teaching strategies to enhance student understanding of these key concepts will be explored. Students are expected to produce a research paper.

prereq: departmental permission
Hours 3 hrs.
Credits 3 cr.

MATH 66100 - History of Mathematics

Survey of the history of mathematics and statistics to the present including roots in non-Western culture and contributions of women and minorities.

Hours 3 hrs.
Credits 3 cr.

MATH 67100 - Fundamental Concepts of Modern Mathematics

An axiomatic approach to theory of sets; axiom of choice, Zorn's Lemma, transfinite arithmetic.

prereq: any 2 courses chosen from linear algebra, modern algebra, or advanced calculus I and II
Hours 3 hrs.
Credits 3 cr.

MATH 67200 - Mathematical Logic

A survey of the central results and techniques of metalogic, principally mathematical induction, the soundness and completeness of theorems for first-order logic, the Skolem Theorem; and Church's Theorem on undecidability.

prereq: a course in linear algebra or permission of instructor
Hours 3 hrs.
Credits 3 cr.
MATH 68500 - Numerical Methods

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.

prereq: a course in ordinary differential equations
Hours 3 hrs.
Credits 3 cr.

MATH 69000 - Advanced Topics in Mathematics for Teachers

Topics to be studied in any given term will be announced prior to registration.

prereq: MATH 62000 or 63000; additional prereqs vary with specific topics and will be announced at time of course offering
Hours 3 hrs.
Credits 3 cr.
May be repeated as topics vary, but not more than twice.

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

MATH 72200 - Modern Algebra II

Extension fields to the fundamental theorem of Galois Theory and solvability by radicals. Commutative rings to the Hilbert basis theorem and elements of algebraic varieties.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The ring and field theory portion of a three semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics.

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission
Hours 3
Credits 3
The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and
This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

**MATH 74200 - Analytic Functions**

Theoretical treatment of the properties of a function of a complex variable including Cauchy's Theorem, the special functions, power series, and the Riemann Mapping theorem.

**prereq:** MATH 35300 or equivalent and departmental permission  
**Hours** 3  
**Credits** 3

A stand-alone course in functions of a complex variable presented at a higher level than MATH 35300 or MATH 64200. The course is intended for both Pure and Applied Math students and optionally a required course for the MA in Pure Math. An undergraduate course in complex variables is preferred, but not required.

**MATH 74600 - Theory of Functions of a Real Variable I**

Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.

**prereq:** 1 year of advanced calculus  
**Hours** 3 hrs.  
**Credits** 3 cr.

**MATH 74700 - Theory of Functions of a Real Variable II**

Lp spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

**prereq:** MATH 35200 or equivalent and departmental permission  
**Hours** 3  
**Credits** 3

The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74600, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

**MATH 75000 - Calculus on Manifolds**

The derivative as a linear map; the Riemann integral, including Fubini's Theorem and the Change of Variable formula; tensor and exterior algebras; differential forms and integrals thereof; Stokes' Theorem.

**prereq:** MATH 26000 and MATH 35200 or permission of the instructor.  
**Hours** 3  
**Credits** 3

**MATH 75100 - General Topology**

Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

**prereq:** advanced calculus or permission of Department  
**Hours** 3 hrs.  
**Credits** 3 cr.
MATH 75200 - Algebraic Topology

An introduction to algebraic topology including homotopy and the fundamental group of a space. Classification of spaces via their fundamental group. Applications to algebra and differential geometry.

prereq: MATH 35200 or equivalent and departmental permission
Hours 3 hrs
Credits 3 cr.

MATH 77200 - Seminar

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department
Hours 3 hrs.
Credits 3 cr.

MATH 77300 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department
Hours 3 hrs.
Credits 1 cr.

MATH 77400 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department
Hours 3 hrs.
Credits 1 cr.

MATH 77500 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department
Hours 3 hrs.
Credits 2 cr.

MATH 77600 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department
Hours 3 hrs.
Credits 2 cr.

MATH 77700 - Independent Study
Introduction to methods and literature of mathematical research at master's level.

*prereq: permission of the department*
*Hours 3 hrs.*
*Credits 3 cr.*

**MATH 77800 - Independent Study**

Introduction to methods and literature of mathematical research at master's level.

*prereq: permission of the department*
*Hours 3 hrs.*
*Credits 3 cr.*

**MATH 78000 - Advanced Discrete Structures**

Advanced concepts in mathematics of discrete domains such as sets, functions/relations, logic, and graphs. These domains are critical to almost every advanced computer science application including programming languages, software engineering, security, compilers, and computational models.

*prereq: departmental permission*
*Hours 3 hrs.*
*Credits 3 cr.*

**MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation**

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

*prereq: MATH 38500 and departmental permission*
*Hours 3*
*Credits 3*
*One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.*

**MATH 78700 - Advanced Numerical Analysis, Finite Elements**


*prereq: MATH 38500 or equivalent and departmental permission*
*Hours 3*
*Credits 3*
*One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.*

**MATH 79500 - Advanced Topics in Mathematics**

Topics to be studied in any given term will be announced prior to registration.

*prereq: varies with specific topics and will be announced at the time of course offering*
STAT 61200 - Discrete Probability

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

prereq: a statistics course on or above the level of STAT 11300
Hours 3
Credits 3 cr.

STAT 61300 - An Introduction to Statistics

An Introduction to statistics and statistical computing. Hands-on data analysis. Graphical inference. The five number summary, box plots, scatterplots, normal probability plots. Elementary probability. Statistical estimation and hypothesis testing. Linear regression. Students are expected to analyze real data sets and write reports. Data analysis uses appropriate statistical software. This course is intended for teachers.

Hours 3 hrs.
Credits 3 cr.

STAT 61400 - Data Analysis Using Statistical Software

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.
Hours 3 hrs.
Credits 3 cr.

STAT 70100 - Advanced Probability Theory I


prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department
Hours 3 hrs.
Credits 3 cr.

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department
Hours 3 hrs.
Credits 3 cr.
STAT 70300 - Mathematical Statistics


prereq: permission of the department
Hours 3 hrs.
Credits 3 cr.

STAT 70600 - General Linear Models I


prereq: STAT 70100 and 70300 or equivalent or permission of department
Hours 3 hrs.
Credits 3 cr.

STAT 70700 - General Linear Models II


prereq: STAT 70600 or equivalent
Hours 3 hrs.
Credits 3 cr.

STAT 71400 - Topics in Statistical Inference

Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

Hours 3 hrs.
Credits 3 cr.

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.

STAT 71600 - Data Analysis
Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.
This course is cross-listed with BIOS 75600

STAT 71700 - Multivariate Analysis

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection- pursuit.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.

STAT 71800 - Analysis of Variance

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics include: one-, two- and many way layouts; decomposition and partitioning of variance; fixed-, random-, and mixed-affects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course.
Hours 3 hrs.
Credits 3 cr.
This course is cross-listed with BIOS 75800

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability
Hours 3 hrs.
Credits 3 cr.

STAT 72400 - Topics in Applied Mathematics I

Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

prereq: permission of the department
Hours 3 hrs.
Credits 3 cr.

STAT 72500 - Topics in Applied Mathematics II

Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.
STAT 72600 - The Theory and Methods of Sampling


prereq: STAT 70100 or equivalent, or permission of the department

Credits 3 cr.

STAT 73900 - Bayesian Statistics


prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed.

Credits 3

STAT 75000 - Applied Biostatistics I

A first course in biostatistics for public health research. Topics include: simple and multiple linear regression; one-way and two-way analysis of variance; nonparametric tests. Focus on practical applications, utilizing statistical software.

Cross-listed BIOS 75000

prereq: C or better in STAT 21300 or an equivalent introductory statistics course. Not open to students who have taken STAT 21400 or STAT 61400. The prerequisites are also satisfied with the combination of PH 70000 and PH 70300.

Credits 3

STAT 75100 - Applied Biostatistics II

A second course in statistics covering quantitative methods applicable in the life sciences. Topics include experimental design, life table analysis, ethical issues, survival analysis, logistic regression, and Cox regression.

Cross-listed BIOS 75100

prereq: STAT 75000 or BIOS 75000 or an equivalent biostatistics course.

Credits 3 cr.

STAT 75200 - Analysis of Categorical Data
An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression, and log-linear models.

*Cross-listed BIOS 75200*

*prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.*

*Hours 3*

*Credits 3*

**STAT 75300 - Analysis of Longitudinal Data**

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal and random effects models, time-dependent covariates, missing values.

*Cross-listed BIOS 75300*

*prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.*

*Hours 3*

*Credits 3*

**STAT 75400 - Design and Analysis of Complex Surveys**

An introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

*Cross-listed BIOS 75400*

*prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.*

*Hours 3*

*Credits 3*

**STAT 75500 - Survival Analysis**

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data and case studies.

*Cross-listed BIOS 75500*

*prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.*

*Hours 3*

*Credits 3*

**STAT 76100 - Advanced Concepts in Financial Markets**

Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes such as hedging and speculation, and potential problems that can arise in the application of financial derivatives.
STAT 76200 - Stochastic Methods in Finance

Mathematical theory and probabilistic tools for modeling and analyzing security markets. Pricing options in complete and incomplete markets, equivalent martingale measures, utility maximization, interest rate models.

prereq: STAT 70100, STAT 70200, STAT 76100
Hours 3 hrs
Credits 3 cr.

STAT 78600 - Modeling and Visualization

The development of continuous mathematical models, the resolution of the resulting differential equations by numerical techniques and the visualization of the simulated data. Problems come from various areas of the social, biological and physical sciences.

prereq: Departmental permission
Hours 3
Credits 3

STAT 78700 - Statistical Models for Spatial Data

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

prereq: STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor
Hours 3
Credits 3

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department
Hours 3
Credits 3

STAT 79100 - Independent Study

Independent study in which a student selects a topic of interest to him or herself. The study is carried out under the direction of a faculty member.

Credits 1
STAT 79200 - Independent Study

Independent study in which a student selects a topic of interest to him or herself. The study is carried out under the direction of a faculty member.

Credits 2

STAT 79300 - Independent Study

Independent study in which a student selects a topic of interest to him or herself. The study is carried out under the direction of a faculty member.

Credits 3

MATH 74100 - Functional Analysis

Hours 3
Credits 3

STAT 63800 - Special Topics in Applied Statistics

Hours 3
Credits 3

Programs and Courses in Medical Laboratory Sciences

Medical Laboratory Sciences

OVERVIEW

The Department of Medical Laboratory Sciences offers three graduate programs. The Advanced Certificate in Medical Technology provides an accelerated pathway for students with degrees in chemistry, biology or the physical sciences to meet NYS licensure requirements for clinical laboratory technologists. Clinical laboratory technologists perform analytical tests on patient samples and play an essential role in the diagnosis and treatment of disease. The Advanced Certificate in Cytotechnology prepares students for careers as cytotechnologists. It is offered by Hunter College in collaboration with Memorial Sloan Kettering Cancer Center. Cytotechnologists study cells from the human body to identify diseases, such as cancer, and monitor patient response to therapy. The MS in Biomedical Laboratory Management is intended to provide knowledge and skills needed by clinical laboratory technologists, research assistants and other types of laboratory professionals to transition into managerial positions. This program is offered as a collaboration between the Hunter College Dept. of Medical Laboratory Sciences and the School of Professional Studies, CUNY.

What can I do with my degree in Medical Laboratory Sciences?
The Advanced Certificate in Medical Technology enables students to become NYS licensed clinical laboratory technologists. Clinical laboratory technologists are highly trained professionals that work in a wide range of health related laboratories including hospital and private diagnostic labs. A license is required to work as a clinical laboratory technologist in NYS.

The Advanced Certificate in Cytotechnology is a professionally accredited and NYS licensure qualifying program that prepares graduates for the professional practice of cytotechnology. Graduates work in hospital and private diagnostic laboratories.

The MS in Biomedical Laboratory Management is intended to provide working laboratory professionals with the knowledge and skills to enter positions of leadership in clinical/diagnostic, research, biotechnology, public health and pharmaceutical laboratories. This program is not NYS licensure qualifying for clinical laboratory technologists.

Programs and Courses in Medical Laboratory Sciences

Administration and Faculty

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Faculty
Medical Laboratory Sciences Faculty

Biomedical Laboratory Management-MS

The MS in Biomedical Laboratory Management (BLM) is a collaborative offering of the Medical Laboratory Sciences (MLS) Department of Hunter College and the School of Professional Studies, CUNY (SPS/CUNY). The purpose of this degree is to provide a career ladder for laboratory staff. Its focus is the knowledge and skills needed for clinical
technologists, research assistants and other technical professionals in biomedical laboratories to move into positions of leadership. This degree does not provide NYS clinical licensure. Full details can be found at MS in Biomedical Laboratory Management (BLM).

Admission Requirements

See general graduate admission requirements for Hunter programs.

You must meet the following minimum requirements in order to be considered for admission. Meeting these minimum requirements does not guarantee acceptance to the program.

• A bachelor's degree in clinical lab science, biology, chemistry or a related discipline from a regionally accredited institution comparable in standard and content to a bachelor's degree from Hunter College.

• Minimum undergraduate grade point average of 3.0

• A course (or equivalent experience) in Molecular Biology (pre- or co-requisite)

• A minimum of one year of bench experience in a biomedical laboratory

• Two letters of recommendation from appropriate academic or professional references.

• A statement of purpose of approximately 500 words, including a bit about the path that brought you to this degree, and your motivation to pursue opportunities for a position in laboratory management.

• The GRE is not required for admission.

• Applicants whose native language is not English and who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit scores on the Test of English as a Foreign Language (TOEFL). The following minimum scores must be obtained:

  • Paper Based Test: 550
  • Computer Administered Test: 213
  • Internet Based Test: 60 (less speaking component)

Curriculum

The required 30 credits are divided between Hunter College, offering science and biomedicine classes, and the School of Professional Studies, CUNY, offering business and management classes. The MS degree will be granted by Hunter College following transfer of courses making up the Advanced Certificate in Management from SPS/CUNY.

Required courses from Hunter College are:

• Concepts of Disease: Diagnostic Strategies (MLS 70000)
• Emerging Laboratory Technologies (MLS 70100)
• Topics: Biohazards and Emergency Response (MLS 40066/MLS 77025)
• Management Practicum (MLS 71000)
• Risk Management for the Biomedical Laboratory (MLS 72000)

Courses from Hunter that may be used to fulfill the 6 credit elective requirement are:

• Graduate Independent Study (MLS 77000)
The SPS certificate requires 9 credits (the required courses are shown below).

- Financial Management (MGMT 681)
- Organizational Behavior (ORG 680)
- Human Resource Management (MGMT 680)

In addition, the following courses may be used to fulfill the 6 credit elective requirement:

- Health Care Administration (HCA 600)
- Evaluation of Healthcare Policy (HCA 603)
- Labor-Management Relations (LABR 603)

**Cytotechnology: Advanced Certificate**

Cytotechnology is an allied health profession that specializes in the study of cells from the human body. Working with a microscope and a variety of technologies, some of which are automation-assisted, cytotechnologists evaluate cell samples from gynecologic (e.g., Pap smears), nongynecologic and fine needle aspiration (FNA) specimens to detect cancer, precancerous lesions, benign tumors, and infectious processes. Cytotechnologists are trained laboratory professionals who help to save lives by identifying diseases early on and monitoring a patient's response to therapy.

The Hunter College Advanced Certificate (AC) in Cytotechnology prepares graduates for the professional practice of cytotechnology. It is an intense three-semester (Fall/Spring/Summer) training program that is administered in collaboration with Memorial Sloan Kettering Cancer Center (MSK). All training takes place in the laboratory facility of the MSK Cytology Service.

**Program**

The AC in Cytotechnology is a 26-credit graduate level post-baccalaureate certificate program within the Medical Laboratory Sciences (MLS) Department of Hunter College. It is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and is New York State (NYS) licensure qualifying. Upon successful completion of the AC, students will be eligible to sit for the national certification examination given by the American Society for Clinical Pathology Board of Certification. This examination is approved for NYS licensure purposes. Successful completion of the examination indicates attainment of entry level competency in the profession. Certified individuals are recognized with the designation CT(ASCP) – certified cytotechnologist.

**Admission criteria**

Admission criteria are designed to satisfy the requirements for cytotechnology curricula as described in Article 165, Section 52.39 of the Clinical Laboratory Technology Practice Act (http://www.op.nysed.gov/prof/clt/part52-39.htm). They consist of a baccalaureate or higher degree in the major of medical laboratory sciences, biology, chemistry or the physical sciences with the following pre-requisite courses or their equivalent as determined by the program: inorganic chemistry, organic chemistry, anatomy & physiology, cell biology, mathematics and statistics, human genetics, immunology and clinical microbiology. Minimum GPA of 3.0/4.0. The program does not grant credit for advanced placement courses or experiential learning. Visit Hunter College AC in Cytotechnology overview for additional important information prior to application.
NYS Licensure Curricular Requirements for Registered Cytotechnology Programs

The curriculum for the AC in cytotechnology was developed to meet the coursework and curricular content stipulated in NYS regulations, Section 52.39: Registration of Curricula for programs seeking registration as a cytotechnology licensure-qualifying program. It contains didactic and clinical training as well as supervised clinical experience within the MSKCC Cytology laboratory throughout the span of the three semester program.

Cytotech courses

MLS 63000 - Introduction to Cytopathology

Students will be introduced to the discipline of cytopathology including historical perspective, established terminology, basic cell structure and cell biology and concepts of cellular response to injury and neoplasia. The applicability of immunochemistry, cytogenetics and other molecular studies to cytology specimens will also be discussed.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 1 hr
Credits 1 cr.
fall only

MLS 63200 - Gynecologic Cytopathology

Students will be introduced to the cytopathology of infectious, inflammatory, premalignant, and malignant pathologic processes of the female genital tract. They will learn how to identify benign and abnormal cytologic findings in gynecologic specimens and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000
Hours 4 hrs
Credits 4 cr.
fall only

MLS 63500 - Microscopic Evaluation 1

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance. (limited to gynecologic, respiratory and gastrointestinal specimens)

coreq: MLS 63000, MLS 63200 and MLS 64000
Hours 2 hrs
Credits 2 cr.
fall only

MLS 63600 - Microscopic Evaluation 2
This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

prereq: MLS 63500; enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 64100, MLS 65000 & MLS 65100
Hours 2 hrs
Credits 2 cr.
spring only

**MLS 63700 - Microscopic Evaluation 3**

An extension of MLS 63500 and MLS 63600. Students continue to apply acquired didactic material in a supervised clinical practice setting acquiring speed and proficiency in cytologic screening. This course also allows students to gain experience in fine needle aspiration specimen adequacy assessment and specimen triage for ancillary studies. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

prereq: MLS 63600; enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 4 hrs
Credits 2 cr.
8-week summer session I

**MLS 64000 - Exfoliative Cytopathology 1**

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the respiratory and gastrointestinal tracts. Students will learn how to assess respiratory and gastrointestinal specimens for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000
Hours 2
Credits 2 cr.
fall only

**MLS 64100 - Exfoliative Cytopathology 2**

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the urinary tract, body cavities and central nervous system. Students will learn how to assess specimens from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: MLS 64000; enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 2 cr.
spring only
MLS 64400 - Research Methods 1

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000, MLS 63200 and MLS 64000
Hours 1 hr
Credits 1 cr.
fall only

MLS 64500 - Research Methods 2

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: MLS 64400; enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 64100, MLS 65000, MLS 65100
Hours 1
Credits 1 cr.
spring only

MLS 64600 - Research Methods 3

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: MLS 64500; enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 1 cr.
8-week summer session 1

MLS 64700 - Cytopreparatory Techniques 1

Provides instruction and hands-on experience in the basic principles of cytopreparation and applicable quality assurance and quality control activities. Students learn established cytopreparatory techniques, such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 630
Hours 1 hr
Credits 1 cr.
fall only

MLS 64800 - Cytopreparatory Techniques 2
A continuation of MLS 64700; provides more in depth instruction in laboratory safety and additional hands-on experience in cytopreparation. Students learn established cytopreparatory techniques such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: MLS 64700; enrollment in the AC Cytotechnology Program or instructor permission required.
Hours 1 hr
Credits 1 cr.

MLS 64900 - Cytopreparatory Techniques 3

A continuation of MLS 64700 and MLS 64800; provides more hands-on experience in cytopreparation. Students apply principles of established cytopreparatory techniques and quality control under the supervision of licensed clinical personnel.

prereq: MLS 64800; enrollment in the AC Cytotechnology Program or instructor permission required.
Hours 2 hrs
Credits 1 cr.
8-week summer session I

MLS 65000 - Fine Needle Aspiration Cytology 1

Provides instruction in the principles of fine needle aspiration cytopathology of the lung, mediastinum, breast, thyroid, salivary gland and lymph nodes. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required
Hours 2 hrs
Credits 2 cr.
spring only

MLS 65100 - Fine Needle Aspiration Cytology 2

Provides instruction in the principles of fine needle aspiration cytopathology of the liver, pancreas, kidney, adrenal glands, retroperitoneum, bone and soft tissue. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 2 cr.
spring only

MLS 65200 - Cytology Laboratory Management and Operations

Provides instruction in the management principles of a cytology laboratory including regulatory requirements, laboratory safety, quality management, quality assurance, quality control and equipment maintenance.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 1 cr.
8-week summer session I
CAAHEP Accreditation Curriculum Requirements and Cytotechnologist Entry-Level Competencies

The AC in cytotechnology curriculum is also designed to meet CAAHEP accreditation standards which mandate that a program's curriculum in cytotechnology is robust enough to prepare students to meet defined entry-level competencies. These competencies are developed by the Cytotechnology Programs Review Committee (CPRC), the cytotechnology accreditation arm for CAAHEP, with input from communities of interest that have a stake in the cytotechnology profession. They represent minimum competencies that cytotechnology graduates must be able to demonstrate upon entering the profession. These entry-level competencies are reviewed on a periodic basis by the CPRC and with input from communities of interest to ensure that they reflect the current practice of cytotechnology. The AC in cytotechnology curriculum meets accreditation entry-level competencies and will be reviewed periodically to ensure that these accreditation standards are met when entry-level competency revisions are made by the CPRC/CAAHEP.

CAAHEP accreditation also requires that programs must ensure that students have a minimum of 28 credits of sciences including chemistry and the biological sciences and 3 credits of mathematics and/or statistics upon graduation from a cytotechnology program. These requirements will be satisfied either within the AC program or as prerequisite coursework prior to admission to the AC program.

Medical Laboratory Technology: Advanced Certificate

Program

The Post-baccalaureate Certificate in Medical Technology 15-credit course of study was developed within the Medical Laboratory Sciences (MLS) Department to help meet the increasing demand for qualified, licensed medical technologists. It provides an opportunity for students with degrees in chemistry, biology, or the physical sciences to meet licensing standards without having to acquire a second baccalaureate degree. An accelerated path, this program can be completed in 12-13 months, and, if followed by successful completion of the licensure examination, allows immediate entry to the profession. Visit the program website for crucial information prior to application.

Admission Requirements

- A baccalaureate degree in the biological, chemical, or physical sciences.
- Completion of certain pre-requisite courses: general biology (or anatomy and physiology), general chemistry
- Achievement of a minimum GPA of 3.0 in the degree and the pre-requisite courses

Requirements for the Certificate

Admission to and completion of the AC is a competitive and demanding process. Students enrolled in the certificate program take MLS 60000 in Summer Session I. Upon successful completion they are assigned to a clinical affiliate beginning on August 1st for 10 months of full time clinical training divided into 2-month rotations. The curriculum is as follows:

Required Courses
MLS 60000 - Fundamental Concepts and Techniques in the Medical Laboratory

Function of the medical laboratory, data analysis and operation of basic laboratory equipment. Approximately 1-2 informal laboratory hours are required to practice the use of equipment. Mastery of additional content and an independent project are required of graduate students. 

This course is cross-listed with MLS 30000.

_prereq: BIOL 10000, 10200, CHEM 10200, 10300, 10400, 10500 or equiv. and admission to the post-baccalaureate certificate program in Medical Laboratory Technology

Hours: 3 (2 lecture, 1 lab)

Credits: 3

MLS 61000 - Clinical Practicum in Medical Laboratory Technology I

This course (and MLS 62000) comprise the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

_prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology

Credits: 6

MLS 62000 - Clinical Practicum in Medical Laboratory Technology II

This course (with MLS 61000) provides training in the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

_prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology

Credits: 6

Contact

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MLS 70000 - Concepts of Disease: Diagnostic Strategies

This course will explore newly described and established disease syndromes from the perspective of strategizing for effective laboratory diagnosis and management. Broad strategies such as classical biochemistry and cultivation, immunochemical, molecular or histochemical techniques are compared using original literature. Upon completion, students will be able to design a rational and cost effective laboratory strategy based on fundamental science; skills will also have application to biomedical laboratory research, assisting in the development of protocols for fundable projects.
MLS 70100 - Emerging Laboratory Technologies

Developed as a complement to MLS 70000, this course explores new technologies in the biomedical laboratory. Such areas as genomics, proteomics, immunohistochemistry and cytogenetics have been developed recently and may not have been covered in the student's previous scientific education. Students completing this course will have the skills to perform and/or supervise a wide range of analyses, and as managers they will be able to evaluate complex technologies for adoption.

Hours 3  
Credits 3

MLS 71000 - Management Practicum

Students will be employed in laboratory sites in hospital and proprietary clinical laboratories, research institutions, and academic laboratories to gain experience as management interns. Schedules will be arranged to meet the needs of students and sites, and a minimum of 150 hours will be required. A site-based mentor will support design and implementation of the project. Students will prepare an extensive project report in print and presentation format. Students completing this capstone course will be able to apply for positions in an area of biomedical laboratory management that reflects their unique combination of technical and management expertise.

Hours 3  
Credits 3

MLS 72000 - Risk Management for the Biomedical Laboratory

The biomedical lab must manage risk from diverse origins, including lab/medical hazards, government oversight, and fiscal sources similar to any business entity. This case based course will explore each of these with model interventions.

prereq: Department Permission  
Hours 3  
Credits 3

MLS 77000 - Graduate Independent Study

Students with a background or strong interest in working in biomedical research labs will gain experience by participating in the ongoing projects of MLS faculty. A minimum 2-semester commitment, and significant weekly hours will be expected, with accountability to research mentor and academic director.

prereq: Department Permission  
Hours 3  
Credits 3

MLS 77025 - Topics: Biohazards and Emergency Response

The biology of microorganisms and toxins most frequently considered in perpetrated terrorist attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, as well as emergency communication and prevention. In addition to regular classroom instruction, students participate in group projects to simulate bioterrorism events and responses. Government regulation, chain of evidence and related topics are
Students will be introduced to the discipline of cytopathology including historical perspective, established terminology, basic cell structure and cell biology and concepts of cellular response to injury and neoplasia. The applicability of immunochemistry, cytogenetics and other molecular studies to cytology specimens will also be discussed.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 1 hr
Credits 1 cr.
fall only

MLS 63200 - Gynecologic Cytopathology

Students will be introduced to the cytopathology of infectious, inflammatory, premalignant, and malignant pathologic processes of the female genital tract. They will learn how to identify benign and abnormal cytologic findings in gynecologic specimens and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000
Hours 4 hrs
Credits 4 cr.
fall only

MLS 63500 - Microscopic Evaluation 1

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance. (limited to gynecologic, respiratory and gastrointestinal specimens)

coreq: MLS 63000, MLS 63200 and MLS 64000
Hours 2 hrs
Credits 2 cr.
fall only

MLS 63600 - Microscopic Evaluation 2

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and
provide immediate feedback regarding performance.

prereq: MLS 63500; enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 64100, MLS 65000 & MLS 65100
Hours 2 hrs
Credits 2 cr.
spring only

MLS 63700 - Microscopic Evaluation 3

An extension of MLS 63500 and MLS 63600. Students continue to apply acquired didactic material in a supervised clinical practice setting acquiring speed and proficiency in cytologic screening. This course also allows students to gain experience in fine needle aspiration specimen adequacy assessment and specimen triage for ancillary studies. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

prereq: MLS 63600; enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 4 hrs
Credits 2 cr.
8-week summer session I

MLS 64000 - Exfoliative Cytopathology 1

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the respiratory and gastrointestinal tracts. Students will learn how to assess respiratory and gastrointestinal specimens for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000
Hours 2
Credits 2 cr.
fall only

MLS 64100 - Exfoliative Cytopathology 2

Provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the urinary tract, body cavities and central nervous system. Students will learn how to assess specimens from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: MLS 64000; enrollment in the AC Cytotechnology Program or departmental permission required.
Hours 2 hrs
Credits 2 cr.
spring only

MLS 64400 - Research Methods 1

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and
communication of the scientific literature through oral presentations and written exercises.

prereq: enrollment in the AC Cytotechnology Program or departmental permission required.
coreq: MLS 63000, MLS 63200 and MLS 64000

Hours 1 hr  
Credits 1 cr.  
fall only

**MLS 64500 - Research Methods 2**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: MLS 64400; enrollment in the AC Cytotechnology Program or departmental permission required.  
coreq: MLS 64100, MLS 65000, MLS 65100  

Hours 1  
Credits 1 cr.  
spring only

**MLS 64600 - Research Methods 3**

Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

prereq: MLS 64500; enrollment in the AC Cytotechnology Program or departmental permission required.  

Hours 2 hrs  
Credits 1 cr.  
8-week summer session I

**MLS 64700 - Cytopreparatory Techniques 1**

Provides instruction and hands-on experience in the basic principles of cytopreparation and applicable quality assurance and quality control activities. Students learn established cytopreparatory techniques, such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.  
coreq: MLS 630  

Hours 1 hr  
Credits 1 cr.  
fall only

**MLS 64800 - Cytopreparatory Techniques 2**

A continuation of MLS 64700; provides more in depth instruction in laboratory safety and additional hands-on experience in cytopreparation. Students learn established cytopreparatory techniques such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

prereq: MLS 64700; enrollment in the AC Cytotechnology Program or instructor permission required.
MLS 64900 - Cytopreparatory Techniques 3

A continuation of MLS 64700 and MLS 64800; provides more hands-on experience in cytopreparation. Students apply principles of established cytopreparatory techniques and quality control under the supervision of licensed clinical personnel.

prereq: MLS 64800; enrollment in the AC Cytotechnology Program or instructor permission required.

Hours 2 hrs
Credits 2 cr.
spring only

MLS 65000 - Fine Needle Aspiration Cytology 1

Provides instruction in the principles of fine needle aspiration cytopathology of the lung, mediastinum, breast, thyroid, salivary gland and lymph nodes. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.

Hours 2 hrs
Credits 2 cr.
spring only

MLS 65100 - Fine Needle Aspiration Cytology 2

Provides instruction in the principles of fine needle aspiration cytopathology of the liver, pancreas, kidney, adrenal glands, retroperitoneum, bone and soft tissue. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.

Hours 2 hrs
Credits 2 cr.
spring only

MLS 65200 - Cytology Laboratory Management and Operations

Provides instruction in the management principles of a cytology laboratory including regulatory requirements, laboratory safety, quality management, quality assurance, quality control and equipment maintenance.

prereq: Enrollment in the AC Cytotechnology Program or departmental permission required.

Hours 2 hrs
Credits 1 cr.
8-week summer session I

Programs and Courses in Music

Music
OVERVIEW

The Department of Music at Hunter College offers a variety of courses and degree programs catering to the needs of a diverse student body. Graduate degree programs include Master of Arts with a variety of concentrations and Master of Arts in Teacher Education. Courses include topics in performance, composition, music theory, music history, ethnomusicology, and music education. Private lessons are available on all instruments and voice, either with Hunter faculty members or with expert teachers outside the College. There are approximately 75 graduate students in the department. In addition to academic courses and private lessons, the Music Department sponsors activities such as concerts, lectures, master classes, and social events.

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Programs and Courses

- Music - MA
- Music Teacher Education - BA/MA

Admission requirements and other information about the Music Education (Pre-K-12) MA program is available through the School of Education.

- Music Education PreK-12 - MA

Administration and Faculty

Chair:

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sf1357@hunter.cuny.edu

Department Office

Hours of Operation: Monday – Friday 9:00 AM – 6:00 PM

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Music - Composition

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

**MUS 70000 - Music Bibliography and Research Techniques**

Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs*

*Credits 3 cr*

6 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses*

*Hours 3 hrs*

*Credits 3 cr*

**MUS 72500 - Advanced Studies in Music Theory 2**

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses*

*Hours 3 hrs*

*Credits 3 cr*
MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

*Hours 3 hrs*
*Credits 3 cr*
*May be taken 3 times for credit.*

3 credits from:

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs*
*Credits 3 cr.*

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs*
*Credits 3 cr.*

MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

*Hours 3 hrs*
*Credits 3 cr*
*May be taken twice for credit.*

3 credits from:

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs*
*Credits 3 cr*

MUS 77600 - Seminar in Ethnomusicology 2

Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.
MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

MUS 73500 - Orchestration

Study of the capabilities of musical instruments; analysis of orchestration techniques; arranging compositions for various instrumental combinations.

prereq: 2 semesters of undergraduate music theory and permission of the instructor

MUS 78500 - Private Lessons in Composition 1

Advanced individualized training in original music composition.

prereq: departmental consent

MUS 78600 - Private Lessons in Composition 2

Advanced individualized training in original music composition.

prereq: MUS 78500

MUS 78700 - Private Lessons in Composition 3

Advanced individualized training in original music composition.

prereq: MUS 78600

MUS 79900 - Thesis in Composition
Individual study of composition under supervision.

Credits 3 cr

**Music - Ethnomusicology**

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see [http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons](http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons) for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see [http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music](http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music).

Requirements for the degree program:

**Core Courses:**

**MUS 70000 - Music Bibliography and Research Techniques**

Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs  
Credits 3 cr*

6 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses  
Hours 3 hrs  
Credits 3 cr*

**MUS 72500 - Advanced Studies in Music Theory 2**

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses  
Hours 3 hrs  
Credits 3 cr*
MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

Hours 3 hrs
Credits 3 cr
May be taken 3 times for credit.

6 credits from:

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

Hours 3 hrs
Credits 3 cr
May be taken twice for credit.

3 credits of electives from:
MUS 71000–71900 or MUS 72100 (1 cr. each)

Required Courses for Ethnomusicology Concentration:

ANTH 70100 - Foundations of Anthropology

Surveys history and methods of anthropology, and provides an introduction to the social theories employed in anthropological research.

Hours 3 hrs, including conferences.
Credits 3 cr
All students must consult with the graduate adviser before registering for any course.
MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs*
*Credits 3 cr*

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

*Credits 3 cr*

-and-

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs*
*Credits 3 cr*

Music - Jazz Performance

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

MUS 73800 - Jazz Harmony and Arranging

Study of jazz harmony and rhythm, jazz composition, and jazz arranging and its application to commercial music.

*prereq: MUSTH 20100, 22100, 23100 -or-permission of department*
*Hours 3 hrs*
*Credits 3 cr*
MUS 73900 - Jazz Improvisation

Study and performance of jazz improvisational techniques.

*prereq: MUS 73800 or permission of department.*

*Hours 3 hrs*

*Credits 3 cr*

MUS 74100 - Introduction to Songwriting

This course will provide an opportunity for students to learn to compose original music with and without lyrics in the context of 20th and 21st century popular music song forms. The principles of composing melodies, creating chord progressions, writing lyrics, and structuring song form will be addressed throughout the semester. An analysis of the music and lyrics of significant songwriters will serve as musical examples. Additional time will be spent on improvisation, arranging techniques, music theory, computer notation and sequencing software, and the business of music.

*prereq or coreq: permission of the instructor*

*Hours 3 hrs*

*Credits 3 cr.*

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs*

*Credits 3 cr*

3 credits from:

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses*

*Hours 3 hrs*

*Credits 3 cr*

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses*

*Hours 3 hrs*

*Credits 3 cr*

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.
Hours 3 hrs
Credits 3 cr
May be taken 3 times for credit.

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr

**MUS 76000 - Seminar in Musicology**

Problems in research and analysis in selected areas of musicology.

Hours 3 hrs
Credits 3 cr
May be taken twice for credit.

**MUS 77500 - Seminar in Ethnomusicology 1**

A history of the discipline; the development of theories and methods; selected problems.

Hours 3 hrs
Credits 3 cr

3 credits of elective from:
MUS 71000–71900 or MUS 72100 (1 cr. each)

**Required Courses for Jazz Performance Concentration:**

**MUS 78100 - Private Study in Instrument or Voice 1**

For performance concentrators.

prereq: departmental consent
Hours 1 hr
Credits 3 cr
MUS 78200 - Private Study in Instrument or Voice 2

For performance concentrators.

prereq: MUS 78100
Hours 1 hr
Credits 3 cr

MUS 78300 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

MUS 78400 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

Music - MA

Return to: Music Department

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

• Music - Composition
• Music - Ethnomusicology
• Music - Jazz Performance
• Music - Music Theory
• Music - Musicology
• Music - Performance

Requirements for the Degree

The following programs are required for students concentrating in composition, ethnomusicology, music history, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.
Foreign Language

The candidate must demonstrate a reading knowledge of a foreign language, preferably French, German, or Italian. The foreign-language examination must be passed before a student may proceed beyond 18 credits.

Proficiency Examination

Students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test competence in music theory, music history and literature, and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

Thesis or Final Project

A final project consisting of a thesis, a public recital, or another approved piece of work (such as a research project in music education, a lecture-recital, or an internship plus a written report) is required of each student. This project may receive 0-3 credits, depending on the nature and scope of the work involved. A written proposal must be approved by the music department before a student may begin work on the project. Approval of the completed project requires the agreement of two faculty members.

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3 cr

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3 cr

Music - Music Theory

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.
Requirements for the degree program:

Core Courses:

**MUS 70000 - Music Bibliography and Research Techniques**

Study of sources and bibliographical methods as applied to musical material.

*Hours 3 hrs*
*Credits 3 cr*

9 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses*
*Hours 3 hrs*
*Credits 3 cr*

**MUS 72500 - Advanced Studies in Music Theory 2**

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses*
*Hours 3 hrs*
*Credits 3 cr*

**MUS 74000 - Seminar in Music Theory and Analysis**

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

*Hours 3 hrs*
*Credits 3 cr*
*May be taken 3 times for credit.*

6 credits from:

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs*
*Credits 3 cr.*
MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs*
*Credits 3 cr*

MUS 76000 - Seminar in Musicology

Problems in research and analysis in selected areas of musicology.

*Hours 3 hrs*
*Credits 3 cr*
*May be taken twice for credit.*

6 credits from:

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs*
*Credits 3 cr*

MUS 77600 - Seminar in Ethnomusicology 2

Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.

*Hours 3 hrs*
*Credits 3 cr*

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs*
*Credits 3 cr*

3 credits of elective from:
MUS 71000–71900 or MUS 72100 (1 cr. each)

Required Courses for Music Theory Concentration:

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)
Individual research under supervision.

Credits 3 cr

Music - Musicology

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its' graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

Hours 3 hrs
Credits 3 cr

6 credits from:

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

prereq: 4 sem. of undergraduate music theory courses
Hours 3 hrs
Credits 3 cr
**MUS 74000 - Seminar in Music Theory and Analysis**

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

*Hours 3 hrs*
*Credits 3 cr*
*May be taken 3 times for credit.*

9 credits from:

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs*
*Credits 3 cr.*

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs*
*Credits 3 cr.*

**MUS 76000 - Seminar in Musicology**

Problems in research and analysis in selected areas of musicology.

*Hours 3 hrs*
*Credits 3 cr*
*May be taken twice for credit.*

6 credits from:

**MUS 77500 - Seminar in Ethnomusicology 1**

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs*
*Credits 3 cr*

**MUS 77600 - Seminar in Ethnomusicology 2**

Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.
MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

3 credits of electives from:
MUS 71000–71900 or MUS 72100 (1 cr. each)

Required Courses for Musicology Concentration:

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3 cr

Music - Performance

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its’ graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

For admissions requirements, see http://www.hunter.cuny.edu/music/gradstudents/admissions/ma-music.

Requirements for the degree program:

Core Courses:

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

Credits 3 cr
3 credits from:

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses*
*Hours 3 hrs*
*Credits 3 cr*

**MUS 72500 - Advanced Studies in Music Theory 2**

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses*
*Hours 3 hrs*
*Credits 3 cr*

**MUS 74000 - Seminar in Music Theory and Analysis**

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

*Hours 3 hrs*
*Credits 3 cr*
*M May be taken 3 times for credit.*

6 credits from:

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs*
*Credits 3 cr.*

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs*
*Credits 3 cr*

**MUS 76000 - Seminar in Musicology**

Problems in research and analysis in selected areas of musicology.
Hours 3 hrs  
Credits 3 cr  
May be taken twice for credit.

3 credits from:

**MUS 77500 - Seminar in Ethnomusicology 1**

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs  
Credits 3 cr*

**MUS 77600 - Seminar in Ethnomusicology 2**

Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.

*Hours 3 hrs  
Credits 3 cr*

**MUS 75300 - Transcription and Analysis in Ethnomusicology**

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs  
Credits 3 cr*

3 credits of elective from:  
MUS 71000-71900 or MUS 72100 (1 cr. each)

**Required Courses for Performance Concentration:**

**MUS 78100 - Private Study in Instrument or Voice 1**

For performance concentrators.

*prereq: departmental consent  
Hours 1 hr  
Credits 3 cr*

**MUS 78200 - Private Study in Instrument or Voice 2**

For performance concentrators.

*prereq: MUS 78100  
Hours 1 hr  
Credits 3 cr*
MUS 78300 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

MUS 78400 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

Music Teacher Education - BA/MA

Return to: Music Department

Exceptionally qualified undergraduate students may obtain a master’s degree in teacher education in 5-6 years with a minimum of 140 credits. Requirements are the same as those for the 42-credit BA plus those for the MA in teacher education (45 credits at the graduate level). Matriculation is open to undergraduates with at least 60 credits who have a cumulative grade point average of 3.0 or better and a major subject index of at least 3.0. Students must have completed at least 24 credits of course work in music, including at least two semesters of music history, four semesters of music theory, and four semesters of musicianship (sight singing, ear training, and keyboard studies). At least 12 credits, including at least 6 credits in music major courses, must have been taken at Hunter College. Students must have passed the music department’s piano proficiency examination, and they must demonstrate reasonable mastery on an instrument (which may be a keyboard instrument) or voice. They must be admitted to the program by both the music department and the School of Education. They must maintain the grade point averages required for admission at all times in order to remain in the program; see

http://www.hunter.cuny.edu/music/grad-students/admissions/ba-ma/?searchterm=ba/ma for details.

MUSED 67700 - Methods of Teaching Instrumental Music in Grades Pre-K-12

Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

prereq or coreq: SEDF 70400
Hours 3 hrs plus 18 hrs of fieldwork
Credits 2 cr

MUSED 67800 - Methods of Teaching Vocal and General Music in Grades Pre-K-12

Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.
prereq: MUSED 67700
prereq or coreq: SEDF 70500
Hours 3 hrs plus 18 hrs fieldwork,
Credits 2 cr

MUS 68100 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 1 hr
Credits 1 cr

MUS 68200 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 1 hr
Credits 1 cr

MUS 68300 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 1 hr
Credits 1 cr

MUS 68400 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 1 hr
Credits 1 cr

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

Hours 3 hrs
Credits 3 cr

MUS 71000 - Hunter Symphony

Rehearsal and performance of orchestral works.

prereq: audition and perm instr.
Hours 2 hrs
Credits 1 cr
May be taken four times for credit.
MUS 71100 - Hunter College Choir

Rehearsal and public performance of major choral Works.

Hours 2 hrs  
Credits 1 cr  
May be taken four times for credit.

MUS 71300 - Chamber Music

Rehearsal and public performance of instrumental chamber works.

Hours 2 hrs  
Credits 1 cr  
May be taken four times for credit.

MUS 71400 - Collegium Musicum

Study and public performance of chamber chorus works from the medieval, Renaissance, and Baroque periods.

prereq: audition and perm instr.  
Hours 2 hrs  
Credits 1 cr  
May be taken four times for credit.

MUS 71500 - Jazz Ensemble

Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz and musical comedy. One public performance per semester.

Hours 2 hrs  
Credits 1 cr  
May be taken four times for credit.

MUS 71600 - Jazz Vocal Workshop Ensemble

Open to all vocalists and rhythm section instrumentalists by audition. Jazz performance and improvisation. One public performance per semester.

Hours 2 hrs  
Credits 1 cr  
May be taken four times for credit.

MUS 71700 - Piano Performance Class


Hours 2 hrs  
Credits 1 cr  
May be taken four times for credit.
MUS 71800 - Vocal Performance Class

Course in seminar/workshop format concentrating on the literature for solo voice, both classical and popular (musical theater, jazz, gospel); but also including ensemble repertory from opera and musical theater. Singers are coached in performance technique and interpretation, while working with an accompanist to prepare the semester's repertoire.

*Hours* 2 hrs  
*Credits* 1 cr  
*May be taken four times for credit.*

MUS 71900 - Special Topics in Music Performance

Number of works are studied, rehearsed, and performed. Topics to be announced.

*Hours* 2 hrs  
*Credits* 1 cr  
*May be taken four times for credit.*

MUS 72000 - Opera Performance

Preparation and performance of a fully staged opera.

*prereq:* prereq. audition and graduate adviser's permission.  
*Hours* 3 hrs  
*Credits* 3 cr  
*May be taken two times for credit.*

MUS 72100 - Jazz and Popular Music Combos

Study and performance within a small ensemble context of the popular music genres, such as Pop, Rock, Hip-Hop, R & B, Country/Bluegrass, and Jazz. May be taken 6 times.

*prereq:* Audition; dept. permission required  
*Hours* 2 hrs  
*Credits* 1 cr

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq:* 4 sem. of undergraduate music theory courses  
*Hours* 3 hrs  
*Credits* 3 cr

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

*prereq:* 4 sem. of undergraduate music theory courses
**MUS 73100 - Composition 1**

Fundamental musical materials and compositional techniques of the 20th century. Students will complete weekly compositional exercises, each emphasizing a specific technique.

**MUS 73200 - Composition 2**

A continuation of the study of compositional techniques of the 20th century through reading, analysis, and practice. Students will complete several small works intended for performance.

**MUS 73500 - Orchestration**

Study of the capabilities of musical instruments; analysis of orchestration techniques; arranging compositions for various instrumental combinations.

*prereq: 2 semesters of undergraduate music theory and permission of the instructor*

**MUS 73600 - Computer Music**

Making music with computers using technologies such as MIDI sequencing, hardware synthesis, and digital audio. Promises and limitations of these tools.

*prereq: permission of the instructor*

**MUS 73800 - Jazz Harmony and Arranging**

Study of jazz harmony and rhythm, jazz composition, and jazz arranging and its application to commercial music.

*prereq: MUSTH 20100, 22100, 23100 -or-permission of department*

**MUS 73900 - Jazz Improvisation**

Study and performance of jazz improvisational techniques.

*prereq: MUS 73800 or permission of department.*
MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

Hours 3 hrs
Credits 3 cr
May be taken 3 times for credit.

MUS 74100 - Introduction to Songwriting

This course will provide an opportunity for students to learn to compose original music with and without lyrics in the context of 20th and 21st century popular music song forms. The principles of composing melodies, creating chord progressions, writing lyrics, and structuring song form will be addressed throughout the semester. An analysis of the music and lyrics of significant songwriters will serve as musical examples. Additional time will be spent on improvisation, arranging techniques, music theory, computer notation and sequencing software, and the business of music.

Prereq or coreq: permission of the instructor

Hours 3 hrs
Credits 3 cr.

MUS 74200 - Seminar in Style Criticism

Intensive study of a small number of closely related works of music. Topics to be announced.

Hours 3 hrs
Credits 3 cr
May be taken twice for credit.

MUS 75100 - Advanced Studies in Musicology 1

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

MUS 75200 - Advanced Studies in Musicology 2

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs
Credits 3 cr.

MUS 75300 - Transcription and Analysis in Ethnomusicology
Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 3 hrs
Credits 3 cr*

**MUS 76000 - Seminar in Musicology**

Problems in research and analysis in selected areas of musicology.

*Hours 3 hrs
Credits 3 cr
May be taken twice for credit.*

**MUS 77500 - Seminar in Ethnomusicology 1**

A history of the discipline; the development of theories and methods; selected problems.

*Hours 3 hrs
Credits 3 cr*

**MUS 77600 - Seminar in Ethnomusicology 2**

Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.

*Hours 3 hrs
Credits 3 cr*

**MUS 77700 - Seminar in Urban Ethnomusicology**

Major concepts and areas of research in urban ethnomusicology. Application of ethnomusicological methods to individual field studies in New York City.

*Hours 3 hrs
Credits 3 cr*

**MUS 77800 - Special Topics in Ethnomusicology: Issues/Regions**

Specialized study of the music of a specific region or a current issue in ethnomusicology. Topics to be announced. More than one topics course may be allowed for the degree.

*Hours 3 hrs
Credits 3 cr*

**MUS 78100 - Private Study in Instrument or Voice 1**

For performance concentrators.

*prereq: departmental consent*
MUS 78200 - Private Study in Instrument or Voice 2

For performance concentrators.

prereq: MUS 78100
Hours 1 hr
Credits 3 cr

MUS 78300 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

MUS 78400 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

MUS 78500 - Private Lessons in Composition 1

Advanced individualized training in original music composition.

prereq: departmental consent
Hours 1
Credits 3

MUS 78600 - Private Lessons in Composition 2

Advanced individualized training in original music composition.

prereq: MUS 78500
Hours 3 hrs
Credits 3 cr.

MUS 78700 - Private Lessons in Composition 3

Advanced individualized training in original music composition.

prereq: MUS 78600
Hours 3 hrs
Credits 3 cr.

MUS 78900 - Seminar in Music Performance
Preparation, rehearsal, and performance of small and large ensemble works. Emphasis on researching and analyzing the music being studied.

*May be taken twice for credit.*

**MUS 79100 - Independent Study**

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

*prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.*  
*Hours 1 hr*  
*Credits 1 cr*  
*May be taken 4 times for credit. 8 cr maximum*

**MUS 79200 - Independent Study**

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

*prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.*  
*Hours 2 hrs*  
*Credits 2 cr*  
*May be taken 4 times for credit. 8 cr maximum*

**MUS 79300 - Independent Study**

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

*prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.*  
*Hours 3 hrs*  
*Credits 3 cr*  
*May be taken 4 times for credit. 8 cr maximum*

**MUS 79400 - Independent Study**

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

*prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.*  
*Hours 4 hrs*  
*Credits 4 cr*  
*May be taken 4 times for credit. 8 cr maximum*

**MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)**

Individual research under supervision.

*Credits 3 cr*
MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3 cr

MUS 64100 - Strings

Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral and chamber music; thorough review of basic string technique.

Hours 1.5 hrs
Credits 1 cr

MUS 64300 - Woodwinds

Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64500 - Brass

Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.
MUS 77900 - World Music Education

Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to pre-K-12 students.

Hours 3 hrs
Credits 3 cr

MUS 74300 - Advanced Jazz Harmony and Arranging

The study of advanced melodic, harmonic, and orchestration concepts commonly used in jazz and other related 20th century musical forms. Application through composition and arranging projects for small and large ensembles. Students with sufficient background in jazz harmony and arranging may register for this course with the permission of the graduate adviser without taking MUS 73800.

prereq or coreq: Department permission
Hours 3 hrs.
Credits 3 cr.

Programs and Courses in Nursing

School of Nursing

Overview

The Hunter-Bellevue School of Nursing is located at Hunter College's Brookdale Health Science Center at 425 East 25th Street in Manhattan, near Bellevue Hospital. The School's programs combine liberal and professional education with a humanistic and comprehensive approach to health care. The School's mission is to provide quality nursing education to promote health and provide care to culturally diverse, urban, and global communities through research, scholarship, and service. The School's programs combine liberal and professional education with a humanistic and comprehensive approach to health care.

The School offers accredited programs leading to the Master of Science (MS) and the Doctor of Nursing Practice (DNP) degrees. The School also offers a post-graduate advanced certificate program. Graduates meet the educational requirements for national board certification in their specialties. In addition, a PhD program in Nursing is offered by the City University of New York Graduate Center in conjunction with Hunter College, Lehman College, and The College of Staten Island. For information, please go to www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Nursing.

What can I do with my degree in Nursing?

The MS program educates nurses for roles as gerontological/adult nurse practitioners (NPs), psychiatric/mental health NPs, adult-gerontological acute care clinical nurse specialists, community/public health practitioners and nurse administrators. The post-graduate certificate program prepares psychiatric/mental health NPs. The DNP program offers concentrations for Adult/Gerontological NPs, Family NPs and Psychiatric/Mental Health NPs.
Accreditation

The baccalaureate degree in nursing programs, the master's degree in nursing programs, and the Doctor of Nursing Practice program at Hunter College, CUNY, are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

Licensing

Graduates of the advanced practice nursing programs are eligible to take the certification examinations for nurse practitioners and clinical nurse specialist.

Centers

The Health Professions Education Center (HPEC) is an academic learning center serving all students and faculty at the Hunter College Nursing and School of Health Professions. A variety of comprehensive support services and programs are offered at the HPEC to enhance student academic success, retention, and completion rates by applying best practices and addressing student learning needs from multiple pedagogical perspectives. Our services are designed to develop critical thinking, reinforce practice of clinical skills, and foster a supportive, professional environment for student collaboration and scholarship.

The HPEC combines traditional approaches to teaching with new instructional technologies that reflect the dynamic nature of all health professions. Services at the center include:

- Access to the largest collection of health-related videos and instructional media within CUNY.
- Computer-aided educational software and virtual training technologies.
- Access to state board testing preparation programs.
- Technology support at the Hunter College Brookdale Campus.
- Beta testing and evaluation of new instructional media.
- Faculty consultation for research and classroom media integration.
- Development and administration of e-learning initiatives, online testing, and digital content.
- Individual and group study support.
- Simulation laboratory support through the New York Simulation (NYSIM) Center.

Faculty and students from all Hunter College schools and departments are always welcome to view the many resources available at the HPEC.

Director: Martin Dornbaum; Mezzanine floor, Brookdale West Building; (212) 481-5129, mdornbau@hunter.cuny.edu; Evening Supervisor: Peter Marquez; edcenter@hunter.cuny.edu

Website: http://www.hunter.cuny.edu/shp/centers/hpec/

The center maintains regular office hours throughout the academic year, Monday-Thursday 9AM-9PM and Fridays 9AM-5PM.

Administration and Faculty
Community/Public Health Nursing DNP Sample Full-Time Program Plan

Return to: Community/Public Health Nursing DNP Track

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3
NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Spring

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.
prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Year 2

Fall

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*
*coreq: NURS 71700*
*Hours 3 hrs.*
*Credits 3 cr.*

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required.*
*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.*
*Hours 3*
*Credits 3*

Spring

**PH 75400 - Fundamentals of Environmental Health**

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

*prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.*
*Hours 3*
*Credits 3*

**PH 75600 - Fundamentals of Health Policy and Management**

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy
analysis of public health agencies and private sector managed care.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.

Hours 3

Credits 3

Elective

Year 3

Fall

**NURS 77100 - Community/Public Health Nursing I**

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400

Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,

Credits 5 cr

Spring

**NURS 77200 - Community/Public Health Nursing II**

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

Summer

**NURS 77300 - Community/Public Health Nursing III**

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,

Credits 5 cr

Year 4

Fall
NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45  
Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200  
Hours 45  
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45  
Credits 3

Spring

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400  
Hours 45  
Credits 3

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNP's. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200  
coreq: NURS 71600
Year 5

Fall

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

*prereq or coreq: NURS 80000
Hours 45
Credits 3*

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

*prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3*

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.*

Spring

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

- Elective 3 cr.
Year 6

Fall

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

*prereq: NURS 90002; Departmental permission required*

*Hours 15 hours lecture; 210 practicum hours*

*Credits 3 cr.*

Spring

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required*

*Hours 33.75 hours lecture; 80 practicum hours*

*Credits 3 cr.*

**Community/Public Health Nursing DNP Sample Part-Time Program Plan**

Return to: Community/Public Health Nursing DNP Track

Year 1

Fall

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*

*Credits 3*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.
Spring

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*

**Hours 45**

**Credits 3**

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

**Hours 45**

**Credits 3**

Summer

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.*

Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Year 2

Fall

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*

*coreq: NURS 75000*

**Hours 3 hrs.**

**Credits 3**

**NURS 75000 - Advanced Pharmacotherapeutics**
Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

Spring

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3

Summer

PH 75400 - Fundamentals of Environmental Health

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.
Hours 3
Credits 3

PH 75600 - Fundamentals of Health Policy and Management

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy analysis of public health agencies and private sector managed care.
prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.

Hours 3
Credits 3

Year 3

Fall

**NURS 77100 - Community/Public Health Nursing I**

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400

Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,

Credits 5 cr

• Elective 3 cr.

Spring

**NURS 77200 - Community/Public Health Nursing II**

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

• Elective 3 cr.

Summer

**NURS 77300 - Community/Public Health Nursing III**

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,

Credits 5 cr

Year 4

Fall
NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

Spring

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

Year 5

Fall

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon
Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Spring

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Year 6

Fall

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3
Spring

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required  
Hours 33.75 hours lecture; 80 practicum hours  
Credits 3 cr.*

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

*prereq: NURS 80200  
coreq: NURS 71600  
Hours 45  
Credits 3*

**Family Nurse Practioner DNP Sample Full-Time Program Plan**

Return to: Family Nurse Practitioner DNP Track

**Year 1**

**Fall**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45  
Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course  
Hours 45  
Credits 3*
NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Spring

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

Year 2
Fall

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

*prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100*

*Hours 3 hours/week lecture 1 hour/week seminar*

*Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)*

**NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years**

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

*prereq: NURS 71700, NURS 75000 and NURS 75100*

*Hours 15 lecture, 15 seminar and 125 clinical*

*Credits 3*

Spring

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

*prereq: NURS 75500*

*Hours 3 hours/week lecture 1 hour/week seminar*

*Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)*

Summer

**NURS 82700 - Assessment and Primary Care of Children and Adolescents**

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

*prereq: NURS 71700, NURS 75000, NURS 75100*

*Hours 15 lecture, 15 seminar, 125 clinical*

*Credits 3*
Year 3

Fall

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45*  
*Credits 3*

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200*  
*Hours 45*  
*Credits 3*

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45*  
*Credits 3*

Spring

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400*  
*Hours 45*  
*Credits 3*

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing
practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

• Elective 2 cr.

Summer

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3

Year 4

Fall

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 45 hours lecture; 105 practicum hours
Credits 3 cr.

Spring

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

• Elective 3 cr.

Year 5

Fall

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Family Nurse Practitioner DNP Sample Part-Time Program
Plan

Return to: Family Nurse Practitioner DNP Track

Year 1

Fall

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*
*Credits 3*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*
*Credits 3 cr.*

Spring

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*
*Hours 45*
*Credits 3*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*
*coreq: NURS 75000*
Year 2

Fall

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

Spring

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr
  • Elective 3 cr.

Year 3

Fall

NURS 75500 - Primary Care Nursing I

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.
**NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years**

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

**NURS 82700 - Assessment and Primary Care of Children and Adolescents**

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

**Year 4**

**Fall**

**NURS 78000 - Health Care Ethics in the Life Span**
Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200

*Hours 45

*Credits 3

**Winter**

- Elective 3 cr.

**Spring**

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45

*Credits 3

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.

*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

**Summer**

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required.

*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

*Hours 3

*Credits 3

**Year 5**
Fall

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400  
*Hours 45  
*Credits 3

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required  
*Hours 30 hours lecture; 105 practicum hours  
*Credits 3 cr.
  - Elective 3 cr.

Spring

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400  
*Hours 45  
*Credits 3

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required  
*Hours 30 hours lecture; 105 practicum hours  
*Credits 3 cr.

Summer

**NURS 71600 - Informatics for Evidence-based Practice**
This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45  
Credits 3

Year 6

Fall

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

*prereq: NURS 90002; Departmental permission required*  
Hours 15 hours lecture; 210 practicum hours  
Credits 3 cr.

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

*prereq or coreq: NURS 704, NURS 749, PH75000*  
Hours 45  
Credits 3

Spring

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required*  
Hours 33.75 hours lecture; 80 practicum hours  
Credits 3 cr.

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNP's. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

*prereq: NURS 80200  
coreq: NURS 71600*  
Hours 45  
Credits 3
Family Nurse Practitioner DNP Track

Curriculum

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
*Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course
*Hours 45
*Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45
*Credits 3

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45
*Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
*coreq: NURS 75000
*Hours 3 hrs.
*Credits 3 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations
This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*  
*Credits 3 cr.*

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*  
*coreq: NURS 71700*  
*Hours 3 hrs.*  
*Credits 3 cr.*

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*  
*Hours 3 hrs.*  
*Credits 3 cr.*

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

*prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100*  
*Hours 3 hours/week lecture 1 hour/week seminar*  
*Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)*

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

*prereq: NURS 75500*  
*Hours 3 hours/week lecture 1 hour/week seminar*  
*Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)
**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000

NURS 90001 - DNP Capstone Internship
This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Gerontology/Adult Nurse Practioner DNP Sample Full Time Program

Return to: Gerontology/Adult Primary Care Nurse Practitioner DNP Track

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science
Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*
*Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*

*Hours 45*
*Credits 3*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*
*coreq: NURS 75000*

*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*
*Credits 3 cr.*

**Spring**

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45*
*Credits 3*

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*
coreq: NURS 71700  
*Hours 3 hrs.  
Credits 3 cr.*

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000  
Hours 3 hrs  
Credits 3 cr*

**Year 2**

**Fall**

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

*prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100  
Hours 3 hours/week lecture 1 hour/week seminar  
Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)  
• Elective 3 cr.*

**Spring**

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

*prereq: NURS 75500  
Hours 3 hours /week lecture 1 hour /week seminar  
Credits 6: 3 credits theory (45 hours /semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)*

**Summer**
NURS 76800 - Primary Care Nursing III

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

prereq: NURS 75700
Hours 3 hours / week lecture; 1 hour/week seminar
Credits 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

Year 3

Fall

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3
Spring

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNP's. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.
- Elective 3 cr.

Summer

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3

Year 4

Fall
NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

Spring

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.
  • Elective

Year 5

Fall

NURS 90003 - DNP Capstone Implementation
This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Gerontology/Adult Nurse Practioner DNP Sample Part Time Program

Return to: Gerontology/Adult Primary Care Nurse Practitioner DNP Track

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Spring
NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course  
Hours 45  
Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900  
coreq: NURS 75000  
Hours 3 hrs.  
Credits 3 cr.

Year 2

Fall

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45  
Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900  
coreq: NURS 71700  
Hours 3 hrs.  
Credits 3 cr.

Spring

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.
prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000

Hours 3 hrs
Credits 3 cr

• Elective 3 cr.

Year 3

Fall

NURS 75500 - Primary Care Nursing I

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

Spring

NURS 75700 - Primary Care Nursing II

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

prereq: NURS 75500

Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

Summer

NURS 76800 - Primary Care Nursing III

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.
prereq: NURS 75700  
*Hours* 3 hours/week lecture; 1 hour/week seminar  
*Credits* 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

**Year 4**

**Fall**

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200  
*Hours* 45  
*Credits* 3

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**Winter**

- Elective 3 cr.

**Spring**

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours* 45  
*Credits* 3

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.  
*Open to* MPH, MS/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

**Summer**
PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MS/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

Hours 3
Credits 3

Year 5

Fall

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400

Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

• Elective 3 cr.

Spring

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000

Hours 45
Credits 3

NURS 90002 - DNP Capstone Proposal Development
This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Summer

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

Year 6

Fall

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.
NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Gerontology/Adult Primary Care Nurse Practitioner DNP Track

Curriculum

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 71600 - Informatics for Evidence-based Practice
This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45
Credits 3*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.
Credits 3 cr.*

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.*

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr*

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.
NURS 75700 - Primary Care Nursing II

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

prereq: NURS 75500
Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

NURS 76800 - Primary Care Nursing III

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

prereq: NURS 75700
Hours 3 hours/week lecture; 1 hour/week seminar
Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.
NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Nursing Administration/Urban Policy and Leadership - MS/MS

The is a dual degree program (Master of Science in Nursing Administration and Master of Science in Urban Policy and Leadership) in collaboration with the Department of Urban Policy and Planning, School of Arts and Sciences. The MSNA/MSUPL program prepares nurses to assume positions of leadership in a variety of health care settings, systems and agencies. The program emphasizes multidisciplinary approaches to management, policy, and planning in nursing and health care, particularly within urban settings.

The program will provide graduates with the essential knowledge and abilities needed to function as effective nurse administrators across the continuum of care, from wellness to illness. Emphasis will be placed on the provision of leadership for the planning of community-based care, integrated systems, and community networks. Theoretical, practical, and technical considerations around urban problems, public policy, and strategies for change will also be emphasized.

The program's curriculum emphasizes the acquisition of interdisciplinary skills and knowledge about health administration, urban policy, urban policy processes, and leadership in the public and non-profit sectors. It encourages creative critical thinking about health care and the influence of social, economic and political changes. The program's educational objectives seek to: achieve integrated understandings of urban healthcare problems; gain appreciation of the structure of the urban community and the people who live and work there; develop skill in managing and evaluating healthcare programs, and use the results of policy and program analysis in decision-making and problem-solving.

Nursing Administration MS/Urban Policy and Leadership MS - 52 credits

MS Nursing administration 25 credits

MS Urban Policy and Leadership 27 credits

Admissions Requirements

Candidates apply to both programs and are admitted separately.

MS in Nursing Administration

- Graduation from an accredited baccalaureate program in nursing
- Licensure and current registration as an RN in New York State
- Cumulative undergraduate GPA of 3.0 overall and in nursing coursework
- Completion of a basic statistics course and an undergraduate research course
- Completion of an on-line application form including a personal statement and at least two relevant letters of recommendation from a supervisor or faculty member
- Statement of purpose delineating your rationale for interest in the program and your related goals moving forward

Please note that these are the minimum requirements; meeting them does not guarantee admission.

International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

MS in Urban Policy and Leadership
Applicants must meet Hunter’s general graduate admission requirements, except for the Graduate Record Examination, which is not required. Applicants must present at least 12 undergraduate credits in social science. Students with relevant undergraduate majors or nonacademic experience may, after consultation with the graduate adviser, request admission with special conditions.

Nursing Administration Core (12 Credits)

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45  
Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course  
Hours 45  
Credits 3*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45  
Credits 3*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.  
Credits 3 cr.*

Urban Policy and Leadership Core (21 credits)

Core Urban Policy and Leadership General (12 credits)

**URBG 70100 - Introduction to Organization and Management for the Public and Non-Profit Sectors**
An introduction to organizational structures and theories, with attention to the identification and analysis of management challenges that organizations face when seeking to carry out public purposes in urban settings. This is a core requirement for MS students in the non-profit track, and an elective for others.

Hours 3 hrs  
Credits 3 cr.

**URBG 79000 - Urban Development Workshop I**

Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.

*prereq: permission of the adviser*  
Credits 6 cr

**URBG 79200 - Urban Affairs Capstone**

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

*prereq: permission of the director/adviser*  
Hours 45 hrs,  
Credits 3 cr

**Core Methods Courses (6 credits)**

**URBG 70600 - Introduction to Policy Analysis**

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,  
Credits 3 cr*

& one of the following three

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,  
Credits 3 cr*

**GTECH 70900 - Introduction to Geographic Information Systems**

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

*Hours 4*
URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

Core Structure Course (3 credits.)

URBG 70200 - Structure of the Urban Region

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

Hours 45 hrs,  
Credits 3 cr

-or-

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

MS Nursing Administration specialization courses, (10 credits)

NURS 74000 - Leadership and Management in Health Care II

Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

prereq: NURS 70400, NURS 73500

Hours The credits/hours are 37.5 hrs lecture, 15 hrs seminar, 166 hrs practicum
Credits 5 cr.

NURS 74500 - Leadership and Management in Health Care III

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

prereq: NURS 74000
Hours 37.5 hours theory, 15 hours seminar, 166 hours practicum, 
Credits 5 cr

Nursing Administration elective (3 Credits)

One (1) three-credit Nursing Administration elective, chosen in consultation with academic adviser.

Urban Policy and Leadership electives - 6 credits

Two 3-credit electives in Urban Policy and Leadership chosen in consultation with an academic adviser.

Summary

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<td>Core Courses(leadership, methods, structure, workshop, capstone)</td>
<td>21</td>
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<tr>
<td>Electives</td>
<td>6</td>
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<td>Total for MS in Urban Policy and Leadership</td>
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<tr>
<td>Total for dual degree MS/MS</td>
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Nursing: Adult-Gerontology Clinical Nurse Specialist - MS

Faculty Coordinator: Christine Cutugno, ccutugno@hunter.cuny.edu

The program prepares nurses to assume an advanced practice nursing role as an Adult-Gerontology Clinical Nurse Specialist in a variety of health care settings, from acute care to home care. Nurses who earn this degree are preparing themselves for advanced practice positions in medical-surgical specialties within acute or skilled nursing facilities or in community-based nursing services.
Through course work, supervised practicum hours (500 hours) and carefully selected electives, students develop broad clinical knowledge in the assessment and clinical management of patients across the adult life span in acute and chronic care settings. Practicum placements are offered in a wide variety of medical-surgical specialty settings. There is also a strong focus on the consultative component of the CNS role, incorporating education and patient care improvement content throughout the curriculum. Students also have an opportunity to participate in programs aimed at serving the target adult population and promoting policy changes in the health care delivery system. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center (ANCC).

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

**Nursing Core Courses: 12 credits**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45
Credits 3*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.
Credits 3 cr.*

**Advanced Practice Core: 9 credits**
NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr.

Specialization Courses: 15 credits

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900
prereq or coreq: NURS 71700, NURS 75000, NURS 75100
Hours 30 hrs theory; 165 hrs clinical practicum, including 15 hrs clinical seminars,
Credits 5

NURS 76600 - Adult-Gerontology Clinical Nurse Specialist I

This Adult-Gerontology Clinical Nurse Specialist (CNS) program will assist students to develop specialized knowledge in the management of complex adult patients with select acute and chronic diseases. Role expectations and implementation of the CNS competencies are explored. Students are expected to develop a broader understanding of professional CNS practice competencies and clinical practice issues from classroom sessions and during supervised clinical placements in diverse settings.
NURS 76700 - Adult-Gerontology Clinical Nurse Specialist II

Using a nursing science framework, this course emphasizes intervention strategies and health care protocols for complex multisystem health problems and human responses of adults and older adults in a variety of health care settings. Supervised practicum continues to provide opportunities to integrate previous learning experiences. Strategies for evaluating the outcomes of care interventions from a leadership perspective are emphasized through the final capstone project. Students will demonstrate an in-depth ability to utilize case studies integrating pathophysiology, advanced assessment, pharmacotherapeutics, and evidence-based standards of care to plan for and achieve positive patient outcomes for selected patients with an emphasis on the older adult. Strategies to interpret the adult-geriatric CNS role in health care to other health care providers and the public are discussed.

NURS 76600

Electives: 6 credits

Nursing: Community/Public Health Nurse-MS

(42 credits)

Specialization Coordinator: Judith Aponte, jap@hunter.cuny.edu

The program prepares advanced public health nurses who can assume leadership roles in community and population health in a variety of settings, including community-based programs, clinics and public health agencies. Students learn to apply advanced knowledge and research findings to practice through coursework and 500 hours of supervised clinical experience. Graduates of the program meet the educational requirements for board certification as Advanced Public Health Nurses by the American Nurses Credentialing Center.

International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.
NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Public Health Core Courses: 9 credits

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

Hours 3
Credits 3
PH 75400 - Fundamentals of Environmental Health

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.
Hours 3
Credits 3

Specialization Courses: 15 credits

NURS 77100 - Community/Public Health Nursing I

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400
Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,
Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400
Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772
Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr

Electives: 6 credits

Nursing: Doctor of Nursing Practice - DNP

Faculty Coordinator: Caroline Hewitt, ch516@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/nursing/
The Doctor of Nursing Practice (DNP) program at Hunter College prepares nurse practitioners who can meet the increasingly complex health needs of diverse urban populations by providing evidence-based, advanced nursing services in a wide variety of settings. The program includes three tracks: Family Nurse Practitioner (FNP) DNP, Gerontological/Adult Nurse Practitioner (GNP/ANP) DNP, and Psychiatric-Mental Health Nurse Practitioner (PMHNP) DNP. Note: a fourth track, Community/Public Health Nursing (C/PHN) DNP is not accepting students at this time.

The DNP program is open to registered nurses with a Bachelor's or Master's degree in nursing. The program requires completion of 48-90 credits and a total of 1000 supervised clinical hours. Students without a prior Master's degree in nursing from an accredited program complete 90 credits and 1000 supervised clinical hours. Students with a prior Master's degree in nursing from an accredited program may be admitted with advanced standing. Based on an individual assessment of the prior graduate record, (1) required coursework may be reduced by up to 42 credits for the same or equivalent coursework completed for the Master's degree with a grade of B or better; and (2) relevant supervised clinical hours completed for the Master's degree may be counted toward the 1000 supervised clinical hours required for the DNP degree.

Graduates of the DNP program meet the requirements for national certification in their specialty area. Graduates of the GNP/ANP, FNP, and PMHNP tracks qualify for New York State certification as a nurse practitioner.

Admission Requirements

Individuals who meet the following criteria may apply for admission to the DNP program:

1. For students without a Master's degree in nursing from an accredited program:
   - New York State RN licensure and current registration
   - A bachelor's degree in nursing from an accredited program
   - A Grade Point Average (GPA) of 3.5 or above in both the major and overall undergraduate record
   - Completion of an undergraduate statistics course
   - Completion of a discrete undergraduate nursing research course
   - Satisfactory written descriptions of career goals and capstone project interest
   - Satisfactory interview

2. For students who hold a Master's degree in nursing from an accredited program:
   - New York State RN licensure and current registration
   - A graduate GPA of 3.5 or higher
   - Satisfactory written descriptions of career goals and capstone project interests
   - National certification in a nursing specialty at an advanced level (i.e., requiring a graduate degree)
   - Satisfactory interview

International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Programs

- Gerontology/Adult Primary Care Nurse Practitioner DNP Track
- Family Nurse Practitioner DNP Track
- Psychiatric/Mental Health Nurse Practitioner Track DNP

Study Plans: Full-and Part-Time
Sample Full-Time Programs

- Gerontology/Adult Nurse Practitioner DNP Sample Full Time Program
- Family Nurse Practitioner DNP Sample Full-Time Program Plan
- Psychiatric Mental Health Nurse Practitioner DNP Sample Full-time Program Plan

Sample Part-Time Programs

- Gerontology/Adult Nurse Practitioner DNP Sample Part Time Program
- Family Nurse Practitioner DNP Sample Part-Time Program Plan
- Psychiatric Mental Health Nurse Practitioner DNP Sample Part-time Program Plan

Nursing: Gerontological/Adult Nurse Practitioner - MS

Coordinator: Mary Hickey

This specialization prepares nurses to provide primary care for adults and older adults in the community and in a variety of health care settings. Students learn to apply expert knowledge and research findings through coursework and 735 hours of supervised clinical experience. Graduates of the program meet the educational requirements for national board certification as adult nurse practitioners and gerontological nurse practitioners by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners Certification Program. They are also eligible for New York State NP certification.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

Nursing Core Courses: 12 credits

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3*

**NURS 70400 - Healthcare Systems and Policy**
This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45
Credits 3*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.
Credits 3 cr.*

Advanced Practice Core: 9 credits

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.*

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.*

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr*

Specialization Courses: 18 credits

**NURS 75500 - Primary Care Nursing I**
This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

**NURS 76800 - Primary Care Nursing III**

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

**Electives: 3 credits**

**Nursing: Master of Sciences**

The Master of Science program at the Hunter-Bellevue School of Nursing offers the following specializations:
Admission Requirements

In addition to meeting the general requirements for graduate admission to Hunter College, applicants to the School of Nursing master's degree programs must meet the following requirements. (Please note that these are the minimum requirements to be considered for admission; meeting them does not guarantee admission).

1. Completion of an accredited baccalaureate program in nursing.

2. A cumulative undergraduate GPA of 3.0. (An applicant with an undergraduate GPA below 3.0 may be considered for admission as a nonmatriculated student. Nonmatriculated students may be considered for admission to matriculated status after completion of 9-12 graduate nursing credits with a cumulative GPA of at least 3.0).

3. New York State registered nurse licensure and current registration.

4. Completion of a basic statistics course. (An applicant who does not meet this requirement may be admitted conditional on completing a statistics course by the end of the first semester).

5. Professional résumé listing education and relevant work experiences.

6. Statement of purpose clearly identifying why the applicant seeks admission to the particular specialization to which she or he is applying.

7. Applicants for the dual-degree MS/MPH program also meet requirements for admission to the MPH program.

8. Applicants for the dual-degree MS/MPA program must also meet requirements for admission to the Baruch MPA program, including GRE scores. (Applicants may request a waiver of the GRE requirement based on an undergraduate GPA of at least 3.0).

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

Nursing: Psychiatric Mental Health Nurse Practitioner - MS

*Faculty Coordinator: Cheryl Zauderer cz449@hunter.cuny.edu*

This program prepares nurses for roles as advanced practice registered nurses delivering psychiatric and mental health services. Psychiatric/mental health practitioners provide mental health treatment, preventive services, consultation and leadership in hospitals, clinics, community settings and private practice. Through coursework and 600 hours of supervised clinical experience, students learn to provide these services autonomously and in collaboration with other mental health professionals. Graduates of this program meet the educational requirements for board certification by the American Nurses Credentialing Center. They are also eligible for New York State NP certification.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*
Foundations of Nursing Practice: 12 credits

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45  
Credits 3*

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

*coreq: NURS 70000  
Hours 15 hours  
Credits 1 cr.*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45  
Credits 3*

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

*coreq: NURS 70000  
Hours 15 hours  
Credits 1 cr.*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.
NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

Advanced Practice Core: 21 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed: integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400

Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700

Hours 3 hrs.
Credits 3 cr.

NURS 71900 - Psychopharmacology

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700,
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400,
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900

Hours 2 hrs.
Credits 2 cr.
Specialization Courses: 15 credits

**NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)**

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

*prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
*coreq: NURS 78200
*Hours 1 hr.
*Credits 1 cr.*

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

*prereq: NURS 70200, 71700, 74700, 75000, 77700,
*coreq: NURS 71900, 75100, 77800, 77900
*Hours 3 hrs.
*Credits 3 cr.*

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

*prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
*coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
*Hours 2 hrs.
*Credits 2 cr.*

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

*prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200

Total: 48 Credits

MS Psychiatric Mental Health Nurse Practitioner Program Outline:

Full time study Proposal

Year 1:

Semester 1

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000
Hours 15 hours  
Credits 1 cr.

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45*  
*Credits 3*

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

*coreq: NURS 70000*  
*Hours 15 hours  
Credits 1 cr.*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*  
*Credits 3 cr.*

**NURS 74600 - Epidemiology of behavioral health and community mental health**

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

*Hours 15 hrs.*  
*Credits 1 cr.*

**Semester 2**

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*

*Hours 45*  
*Credits 3*
NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

préreq: NURS 70000, NURS 70200, NURS 70400, NURS 74900  
coreq: NURS 75000  
Hours 3 hrs.  
Credits 3 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

préreq: NURS 70000, NURS 78400  
Hours 1 hr  
Credits 1 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

préreq: NURS 70000, 70200, 70400, 74900, 71700, 75000  
Hours 3 hrs  
Credits 3 cr

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

préreq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400  
Hours 3 hrs.  
Credits 3 cr.

Year 2:

Semester 1

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention
This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced
family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800

**NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)**

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200

Hours 1 hr.
Credits 1 cr.

Semester 2

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100

Hours 4.5 hrs.
Credits 4.5 cr.

Year 3:

Semester 1

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Part time Study Proposal

Year 1:

Semester 1

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45  
Credits 3*

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

*coreq: NURS 70000  
Hours 15 hours  
Credits 1 cr.*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45  
Credits 3*

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

*coreq: NURS 70000  
Hours 15 hours  
Credits 1 cr.*
 Semester 2

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

Year 2:

Semester 1

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.
prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

Semester 2

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

Year 3:

Semester 1

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
NURS 71900 - Psychopharmacology

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700,
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900

Semester 2

NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700,
coreq: NURS 71900, 75100, 77800, 77900

Hours 3 hrs.
Credits 3 cr.

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700

coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800

Hours 2 hrs.
Credits 2 cr.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.
Year 4:

Semester 1

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

**Semester 2**

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

**Nursing: Psychiatric Mental Health Nurse Practitioner Advanced Certificate**

**Program Outline - 27-36 cr.**

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**
This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr.
NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice
This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700
coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**
This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

**prereq:** NURS 78200  
**Hours** 22.5 hours - Seminar, 315 hours - Clinical  
**Credits** 4.5 cr.

Note: (*) NURS 71700, NURS 75000, NURS 75100 may be waived based on equivalent prior coursework.

## Program

The Hunter-Bellevue School of Nursing offers a post graduate advanced certificate program in psychiatric nursing. It is open to currently licensed New York State registered nurses who hold a master's degree in nursing from an accredited program. This specialization prepares nurses for roles as advanced practice registered nurses delivering psychiatric and mental health services. Psychiatric/mental health practitioners provide mental health treatment, preventive services, consultation and leadership in hospitals, clinics, community settings and private practice. Through classwork and 600 hours of supervised clinical experience, students learn to provide these services autonomously and in collaboration with other mental health professionals. Graduates of this program meet the educational requirements for national board certification by the American Nurses Credentialing Center. They are also eligible for New York State NP certification. International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

## Program Adviser

Christine Anne Ganzer  
cganzer@hunter.cuny.edu

## Psychiatric Mental Health Nurse Practitioner DNP Sample Full-time Program Plan

Return to: Psychiatric/Mental Health Nurse Practitioner Track DNP

### Year 1

#### Fall

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

**Hours 45**  
**Credits 3**
NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.
Spring

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*

*Hours 45*

*Credits 3*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*

*coreq: NURS 75000*

*Hours 3 hrs.*

*Credits 3 cr.*

**NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness**

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

*prereq: NURS 70000, NURS 78400*

*Hours 1 hr*

*Credits 1 cr.*

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*

*Hours 3 hrs*

*Credits 3 cr*

Year 2

Fall

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological
management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHN to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700, 75100, 77800, 77900
coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

Spring

NURS 71900 - Psychopharmacology
This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700, 
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700 
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900 
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

Year 3

Fall

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900 
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.
Spring

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

*prereq: NURS 78200*
*Hours 22.5 hours – Seminar, 315 hours - Clinical*
*Credits 4.5 cr.*

Year 4

Fall

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45*
*Credits 3*

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200*
*Hours 45*
*Credits 3*

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45*
*Credits 3*
Spring

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Summer

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3

Year 5

Fall

NURS 80100 - Leadership for Quality Improvement
This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

**prereq or coreq:** NURS 80000  
**Hours** 45  
**Credits** 3

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

**prereq or coreq:** NURS 704, NURS 749, PH75000  
**Hours** 45  
**Credits** 3

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

**prereq:** NURS 80000, NURS 80100; Departmental permission required  
**Hours** 30 hours lecture; 105 practicum hours  
**Credits** 3 cr.

**Spring**

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

**prereq or coreq:** NURS 90001; Departmental permission required  
**Hours** 30 hours lecture; 105 practicum hours  
**Credits** 3 cr.

**Year 6**

**Fall**

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

**prereq:** NURS 90002; Departmental permission required
Spring

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required*

*Hours 33.75 hours lecture; 80 practicum hours*

*Credits 3 cr.*

### Psychiatric Mental Health Nurse Practitioner DNP Sample Part-time Program Plan

Return to: Psychiatric/Mental Health Nurse Practitioner Track DNP

#### Year 1

**Fall**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*

*Credits 3*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45*

*Credits 3*

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

*coreq: NURS 70000*
**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000

**Spring**

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

**NURS 74600 - Epidemiology of behavioral health and community mental health**

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

**Year 2**

**Fall**
NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

Spring

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 75100 - Advanced Health Assessment
Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

Year 3

Fall

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 71900 - Psychopharmacology

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700,
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900

Spring

NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700,
coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

NURS 77900 - Family & Group Theories & Therapeutic Modalities
This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

Year 4

Fall

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.

Spring

NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and
behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200  
Hours 22.5 hours – Seminar, 315 hours – Clinical  
Credits 4.5 cr.

Summer

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.  
Open to MPH, MS/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Year 5

Fall

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200  
Hours 45  
Credits 3

Spring

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

Hours 45  
Credits 3

**PH 75200 - Fundamentals of Epidemiology**
Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

**prereq:** No prerequisites required.
**Open to:** MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

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**Year 6**

**Fall**

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

**coreq:** NURS 70400

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**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

**prereq:** NURS 80000, NURS 80100; Departmental permission required

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**Spring**

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

**prereq or coreq:** NURS 80000

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**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.
prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Summer

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

Year 7

Fall

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3
NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Psychiatric/Mental Health Nurse Practitioner Track DNP

Curriculum

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice
Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.
NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.
NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH 75000
Hours 45
Credits 3

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3
NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.
prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.

NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Hours 22.5 hours – Seminar, 315 hours - Clinical
Credits 4.5 cr.

NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws
heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

Coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

Prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

Prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

Prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

Prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

NURS 66400 - Legal Issues in Nursing
The purpose of this course is to examine the multiple relationships between nursing and the law, with a particular focus on accountability for advanced and specialty practice. The course examines sources of law and the role of the courts in the continuing development and application of law to health care and the health professions. Specific legal issues, such as malpractice and informed consent, are analyzed. Distinctions between civil and criminal liability are explored, along with the roles of licensing boards and other government agencies. The course also examines relationships between law, ethics, policy and global health.

Hours 45 hrs.
Credits 3 cr.

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

**NURS 70100 - Assessment, Measurement, and Evaluation in Nursing Education**

Various methods of assessment and evaluation of learning will be addressed within a nursing context.

Hours 45 hrs.
Credits 3 cr.

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

**NURS 70700 - Nursing of Persons with HIV Infection**

Analysis and evaluation of nursing strategies at the level of secondary prevention with persons who are HIV-positive in order to assist them to maintain optimum levels of wellness.

Hours 45 hrs.
Credits 3 cr.
NURS 70800 - Nursing of Persons with AIDS

Analysis and evaluation of nursing strategies at the level of tertiary prevention with persons with AIDS in order to assist them to maintain and restore health.

Hours 45 hrs.
Credits 3 cr.

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 71900 - Psychopharmacology

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700,
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900

NURS 73000 - Instructional Design in Nursing Education

Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

Hours 45 hrs.
Credits 3 cr.

NURS 73100 - Practicum in Nursing Education

Teaching practicum in academic and institutional settings under the guidance of experienced educators. Emphasis is on the development, implementation, and evaluation of educational programs.

prereq: NURS 73000, NURS 75200, NURS 70100
**NURS 73400 - Writing, Communication, and Healing**

This course provides learners with opportunities to improve their writing skills; to increase their confidence in their expressive ability; to produce a clear, publishable paper; to communicate more effectively; and to explore the use of reflective writing as a healing method.

*Hours 45*
*Credits 3*

**NURS 73500 - Leadership and Management in Health Care I**

Analyses of how nurse leaders and other health professionals in integrated managed care networks and community-based organizations understand and apply leadership and management theories and principles.

*prereq: NURS 70000, NURS 70200, NURS 74900*
*coreq: PAF 91000, PAF 91030*

*Hours 30 hours theory, 15 hours seminar, 166 hours practicum,*
*Credits 5 cr*

**NURS 73600 - Trauma Nursing: The First 72 Hours**

This course provides specialized content on the assessment, management, and prevention of complications in the multiple trauma patient in the first 72 hours.

*Hours 45*
*Credits 3*

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

*coreq: NURS 70000*

*Hours 15 hours*
*Credits 1 cr.*

**NURS 74000 - Leadership and Management in Health Care II**

Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

*prereq: NURS 70400, NURS 73500*

*Hours The credits/hours are 37.5 hrs lecture, 15 hrs seminar, 166 hrs practicum*
*Credits 5 cr.*
NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000
prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100
Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,
Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742
prereq or coreq: NURS 704
Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300
Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,
Credits 5 cr

NURS 74500 - Leadership and Management in Health Care III

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

prereq: NURS 74000
Hours 37.5 hours theory, 15 hours seminar, 166 hours practicum,
Credits 5 cr

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness
This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

**prereq:** NURS 70000, NURS 78400  
**Hours** 1 hr  
**Credits** 1 cr.

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

**prereq:** NURS 70200, 71700, 74700, 75000, 77700,  
**coreq:** NURS 71900, 75100, 77800, 77900  
**Hours** 3 hrs.  
**Credits** 3 cr.

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

**Hours** 3 hrs.  
**Credits** 3 cr.

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

**prereq:** NURS 70000, 70200, 70400, 74900  
**coreq:** NURS 71700  
**Hours** 3 hrs.  
**Credits** 3 cr.

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

**prereq:** NURS 70000, 70200, 70400, 74900, 71700, 75000  
**Hours** 3 hrs  
**Credits** 3 cr.

**NURS 75200 - Advanced Concepts in Nursing Education**
Advanced concepts in nursing education that allow for the construction of nursing education programs will be explored. Issues critical to academic and institutional education will be examined.

**NURS 75400 - Psychosocial Behavioral Patterns of Older Adults**

Integration of the theoretical foundations of biological, psychological, social, and cultural patterns of aging that form the assessment database for the case management of older adults, families, and communities.

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

**NURS 76100 - Clinical Leadership in Nursing I**

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.
NURS 76200 - Clinical Leadership in Nursing II

Synthesis of all aspects of leadership, care, and information management. Guided learning opportunities and clinical immersion in a unit or setting specific area; facilitates the integration of the multiple CNL functions into a professional model of CNL practice.

prereq: NURS 76100

Hours 30 hrs theory; 165 hrs clinical practicum, including 15 hrs clinical seminars
Credits 5

NURS 76600 - Adult- Gerontology Clinical Nurse Specialist I

This Adult-Gerontology Clinical Nurse Specialist (CNS) program will assist students to develop specialized knowledge in the management of complex adult patients with select acute and chronic diseases. Role expectations and implementation of the CNS competencies are explored. Students are expected to develop a broader understanding of professional CNS practice competencies and clinical practice issues from classroom sessions and during supervised clinical placements in diverse settings.

prereq: NURS 76100

Hours 60 hrs theory; 335 hrs clinical practicum (immersion), including 30 hrs clinical seminars
Credits 10

NURS 76700 - Adult-Gerontology Clinical Nurse Specialist II

Using a nursing science framework, this course emphasizes intervention strategies and health care protocols for complex multisystem health problems and human responses of adults and older adults in a variety of health care settings. Supervised practicum continues to provide opportunities to integrate previous learning experiences. Strategies for evaluating the outcomes of care interventions from a leadership perspective are emphasized through the final capstone project. Students will demonstrate an in depth ability to utilize case studies integrating pathophysiology, advanced assessment, pharmacotherapeutics, and evidence-based standards of care to plan for and achieve positive patient outcomes for selected patients with an emphasis on the older adult. Strategies to interpret the adult-geriatric CNS role in health care to other health care providers and the public are discussed.

prereq: NURS 76600

Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum
Credits 5

NURS 76800 - Primary Care Nursing III

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.
NURS 77100 - Community/Public Health Nursing I

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400

Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,
Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr

NURS 77600 - Interdisciplinary Approaches to Diabetes Management

This course will provide an overview of the field of diabetes and diabetes management. It will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

Cross-listed PH 77013

Hours 45
Credits 3

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.
NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I
This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

**prereq:** NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900

**coreq:** NURS 78100

**Hours** 4.5 hrs.

**Credits** 4.5 cr.

**NURS 78300 - Psychiatric Mental Health Nurse Practioner/Clinical Practicum II**

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

**prereq:** NURS 78200

**Hours** 22.5 hours – Seminar, 315 hours - Clinical

**Credits** 4.5 cr.

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

**coreq:** NURS 70000

**Hours** 15 hours

**Credits** 1 cr.

**NURS 78500 - Hospice and Palliative Symptom Management**

Management of hospice and palliative care treatment modalities for use with diverse populations in multiple settings.

**prereq:** NURS 71700, NURS 75000, NURS 75100

**Hours** 45 hrs.

**Credits** 3 cr.

**NURS 78600 - Interdisciplinary Palliative and Hospice Care**

Foundational aspects of interdisciplinary palliative and end of life care, and service coordination.
NURS 78700 - Advanced Palliative Care Practice I

Theories, research and strategies for palliative and end-of-life nursing care of patients from birth to death are analyzed in seminar and applied in clinical settings.

prereq: NURS 78500
prereq or coreq: NURS 78600
Hours 1 hour per week for Seminar + 17.5 hours per week for Clinical Practicum (15 hours Seminar per semester + 262 hours Clinical Practicum per semester)
Credits 3.5 (1 credit Seminar + 2.5 credits Clinical Practicum)

NURS 78800 - Advanced Palliative Care Practice II

Advanced palliation and hospice practicum for students in select clinical settings.

prereq: NURS 78700
Hours 1 hour per week for Seminar + 17.5 hours per week for Clinical Practicum (15 hours Seminar per semester + 262 hours Clinical Practicum per semester)
Credits 3.5 (1 credit Seminar + 2.5 credits Clinical Practicum)

This is the second of a two-part clinical practicum preparing advanced practice nurses to work with palliative or hospice patients and their families. Seminars will incorporate the core curriculum of the End of Life Nursing Consortium (ELNEC), providing each successful candidate with an ELNEC trained certificate. It is the final course required for advanced practice nurses who may choose to take the Hospice and Palliation Nurses Association Certification Examination.

NURS 79100 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 15 hrs,
Credits 1 cr
A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 79200 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 30 hrs,
Credits 2 cr
A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 79300 - Independent Study in Nursing
Supervised study of an area of interest for matriculated students.

*Hours 45 hrs,
Credits 3 cr
A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.*

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400
Hours 45
Credits 3*

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

*prereq or coreq: NURS 80000
Hours 45
Credits 3*

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200
Hours 45
Credits 3*

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

*prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3*

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45
Credits 3*
NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100
Hours 15 lecture, 15 seminar and 125 clinical
Credits 3

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100
Hours 15 lecture, 15 seminar, 125 clinical
Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

NURS 87100 - Advanced Practice Public Health Nursing I

Analysis of the Advanced Practice Public Health Nurses (AAPHN) role in the use of technology to promote population health in order to achieve the DNP Competency Areas: Technology & Information Literacy Analysis and Quality of Practice.

prereq or coreq: NURS 77100, NURS 85000
Hours 15 seminar, 86 clinical
Credits 1

NURS 89000 - DNP Practicum

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

prereq: NURS 85500, 84200 or 87100. Instructor permission required.
Hours 52.5 practicum hours; individual or group conferences with faculty
Credits 0.5 cr.

NURS 89100 - DNP Practicum
This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

prereq: NURS 85500, 84200 or 87100. Instructor permission required.
Hours 105 practicum hours; individual or group conferences with faculty
Credits 1 cr.

NURS 89200 - DNP Practicum

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

prereq: NURS 85500, 84200 or 87100. Instructor permission required.
Hours 210 practicum hours; individual or group conferences with faculty
Credits 2 cr.

NURS 89300 - DNP Practicum

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

prereq: NURS 85500, 84200 or 87100. Instructor permission required.
Hours 315 practicum hours; individual or group conferences with faculty
Credits 3 cr.

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.
**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

*prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.*

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.*

**Programs and Courses in Nursing**

**School of Nursing**

**Overview**

The Hunter-Bellevue School of Nursing is located at Hunter College's Brookdale Health Science Center at 425 East 25th Street in Manhattan, near Bellevue Hospital. The School's programs combine liberal and professional education with a humanistic and comprehensive approach to health care. The School's mission is to provide quality nursing education to promote health and provide care to culturally diverse, urban, and global communities through research, scholarship, and service. The School's programs combine liberal and professional education with a humanistic and comprehensive approach to health care.

The School offers accredited programs leading to the Master of Science (MS) and the Doctor of Nursing Practice (DNP) degrees. The School also offers a post-graduate advanced certificate program. Graduates meet the educational requirements for national board certification in their specialties. In addition, a PhD program in Nursing is offered by the City University of New York Graduate Center in conjunction with Hunter College, Lehman College, and The College of Staten Island. For information, please go to [www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Nursing](http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Nursing).

**What can I do with my degree in Nursing?**

The MS program educates nurses for roles as gerontological/adult nurse practitioners (NPs), psychiatric/mental health NPs, adult-gerontological acute care clinical nurse specialists, community/public health practitioners and nurse administrators. The post-graduate certificate program prepares psychiatric/mental health NPs. The DNP program offers concentrations for Adult/Gerontological NPs, Family NPs and Psychiatric/Mental Health NPs.

**Programs and Courses in Nursing**
Programs and Courses in Nursing

Accreditation

The baccalaureate degree in nursing programs, the master's degree in nursing programs, and the Doctor of Nursing Practice program at Hunter College, CUNY, are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

Licensing

Graduates of the advanced practice nursing programs are eligible to take the certification examinations for nurse practitioners and clinical nurse specialist.

Centers

The Health Professions Education Center (HPEC) is an academic learning center serving all students and faculty at the Hunter College Nursing and School of Health Professions. A variety of comprehensive support services and programs are offered at the HPEC to enhance student academic success, retention, and completion rates by applying best practices and addressing student learning needs from multiple pedagogical perspectives. Our services are designed to develop critical thinking, reinforce practice of clinical skills, and foster a supportive, professional environment for student collaboration and scholarship.

The HPEC combines traditional approaches to teaching with new instructional technologies that reflect the dynamic nature of all health professions. Services at the center include:

- Access to the largest collection of health-related videos and instructional media within CUNY.
- Computer-aided educational software and virtual training technologies.
- Access to state board testing preparation programs.
- Technology support at the Hunter College Brookdale Campus.
- Beta testing and evaluation of new instructional media.
- Faculty consultation for research and classroom media integration.
- Development and administration of e-learning initiatives, online testing, and digital content.
- Individual and group study support.
- Simulation laboratory support through the New York Simulation (NYSIM) Center.

Faculty and students from all Hunter College schools and departments are always welcome to view the many resources available at the HPEC.

Director: Martin Dornbaum; Mezzanine floor, Brookdale West Building; (212) 481-5129, mdornbau@hunter.cuny.edu
Evening Supervisor: Peter Marquez; edcenter@hunter.cuny.edu

Website: http://www.hunter.cuny.edu/shp/centers/hpec/

The center maintains regular office hours throughout the academic year, Monday-Thursday 9AM-9PM and Fridays 9AM-5PM.

Administration and Faculty
Faculty

Hunter-Bellevue School of Nursing: Faculty

Community/Public Health Nursing DNP Sample Full-Time Program Plan

Return to: Community/Public Health Nursing DNP Track

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3
NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Spring

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs.
Credits 3 cr.

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.
prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Year 2

Fall

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*
*coreq: NURS 71700*
*Hours 3 hrs.*
*Credits 3 cr.*

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required.*
*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.*
*Hours 3*
*Credits 3*

Spring

**PH 75400 - Fundamentals of Environmental Health**

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

*prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.*
*Hours 3*
*Credits 3*

**PH 75600 - Fundamentals of Health Policy and Management**

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy
analysis of public health agencies and private sector managed care.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.
Hours 3
Credits 3
• Elective

Year 3

Fall

NURS 77100 - Community/Public Health Nursing I

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400
Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,
Credits 5 cr

Spring

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400
Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

Summer

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772
Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr

Year 4

Fall
NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

Spring

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Year 5

Fall

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

*prereq or coreq: NURS 80000*

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

*prereq or coreq: NURS 704, NURS 749, PH75000*

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required*

**Spring**

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required*

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- Elective 3 cr.
Year 6

Fall

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Community/Public Health Nursing DNP Sample Part-Time Program Plan

Return to: Community/Public Health Nursing DNP Track

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.
Spring

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

_prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

Summer

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

_prereq: No prerequisites required.
_Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Year 2

Fall

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

_prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
_coreq: NURS 75000

Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics
Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

Spring

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3

Summer

PH 75400 - Fundamentals of Environmental Health

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.
Hours 3
Credits 3

PH 75600 - Fundamentals of Health Policy and Management

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy analysis of public health agencies and private sector managed care.
prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.

Hours 3
Credits 3

Year 3

Fall

NURS 77100 - Community/Public Health Nursing I

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400

Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,
Credits 5 cr

• Elective 3 cr.

Spring

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

• Elective 3 cr.

Summer

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr

Year 4

Fall
NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

Spring

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

Year 5

Fall

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon
Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Spring

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Year 6

Fall

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3
Spring

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required*

*Hours 33.75 hours lecture; 80 practicum hours*

*Credits 3 cr.*

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNP's. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

*prereq: NURS 80200*

*coreq: NURS 71600*

*Hours 45*

*Credits 3*

**Family Nurse Practitioner DNP Sample Full-Time Program Plan**

Return to: Family Nurse Practitioner DNP Track

**Year 1**

**Fall**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*

*Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*

*Hours 45*

*Credits 3*
NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Spring

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

Year 2
Fall

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

*prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100*

*Hours* 3 hours/week lecture 1 hour/week seminar

*Credits* 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

**NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years**

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

*prereq: NURS 71700, NURS 75000 and NURS 75100*

*Hours* 15 lecture, 15 seminar and 125 clinical

*Credits* 3

Spring

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

*prereq: NURS 75500*

*Hours* 3 hours/week lecture 1 hour/week seminar

*Credits* 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

Summer

**NURS 82700 - Assessment and Primary Care of Children and Adolescents**

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

*prereq: NURS 71700, NURS 75000, NURS 75100*

*Hours* 15 lecture, 15 seminar, 125 clinical

*Credits* 3
Year 3

Fall

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45
*Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200
*Hours 45
*Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45
*Credits 3

Spring

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400
*Hours 45
*Credits 3

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNP's. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing
practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

- Elective 2 cr.

**Summer**

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

Hours 3
Credits 3

**Year 4**

**Fall**

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required*
*Hours 30 hours lecture; 105 practicum hours*
*Credits 3 cr.*

**Spring**

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required*
*Hours 30 hours lecture; 105 practicum hours*
*Credits 3 cr.*
  * Elective 3 cr.

**Year 5**

**Fall**

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

*prereq: NURS 90002; Departmental permission required*
*Hours 15 hours lecture; 210 practicum hours*
*Credits 3 cr.*

**Spring**

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required*
Family Nurse Practitioner DNP Sample Part-Time Program Plan

Return to: Family Nurse Practitioner DNP Track

Year 1

Fall

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*  
*Credits 3*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*  
*Credits 3 cr.*

Spring

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*  
*Hours 45*  
*Credits 3*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*  
*coreq: NURS 75000*
Year 2

Fall

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*
*coreq: NURS 71700*
*Hours 3 hrs.*
*Credits 3 cr.*

Spring

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*
*Hours 3 hrs.*
*Credits 3 cr.*

• Elective 3 cr.

Year 3

Fall

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.
prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100
Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100
Hours 15 lecture, 15 seminar and 125 clinical
Credits 3

Spring

NURS 75700 - Primary Care Nursing II

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

prereq: NURS 75500
Hours 3 hours /week lecture 1 hour /week seminar
Credits 6: 3 credits theory (45 hours /semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

Summer

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100
Hours 15 lecture, 15 seminar, 125 clinical
Credits 3

Year 4

Fall

NURS 78000 - Health Care Ethics in the Life Span
Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200*
*Hours 45*
*Credits 3*

**Winter**

- Elective 3 cr.

**Spring**

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45*
*Credits 3*

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.*
*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.*

**Summer**

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required.*
*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.*
*Hours 3*
*Credits 3*

**Year 5**
Fall

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400
Hours 45
Credits 3*

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.
- Elective 3 cr.*

Spring

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400
Hours 45
Credits 3*

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.*

Summer

**NURS 71600 - Informatics for Evidence-based Practice**
This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

Year 6

Fall

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

Spring

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3
Family Nurse Practitioner DNP Track

Curriculum

**NURS 70000 - Theoretical Foundations of Nursing Science**
Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45  
Credits 3*

**NURS 70200 - Advanced Nursing Research**
Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course  
Hours 45  
Credits 3*

**NURS 70400 - Healthcare Systems and Policy**
This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45  
Credits 3*

**NURS 71600 - Informatics for Evidence-based Practice**
This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45  
Credits 3*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**
Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900  
coreq: NURS 75000  
Hours 3 hrs.  
Credits 3 cr.*

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**
This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*

*coreq: NURS 71700*

*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*

*Hours 3 hrs.*
*Credits 3 cr.*

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

*prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100*

*Hours 3 hours/week lecture 1 hour/week seminar*

*Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)*

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

*prereq: NURS 75500*

*Hours 3 hours /week lecture 1 hour /week seminar*

*Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)*
PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required. Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required. Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400

Hours 45
Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000

Hours 45
Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNP's. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100
Hours 15 lecture, 15 seminar and 125 clinical
Credits 3

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100
Hours 15 lecture, 15 seminar, 125 clinical
Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship
This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Gerontontology/Adult Nurse Practioner DNP Sample Full Time Program

Return to: Gerontontology/Adult Primary Care Nurse Practitioner DNP Track

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science
Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

_prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

_prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
_coreq: NURS 75000

Hours 3 hrs.
Credits 3 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Spring

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

_prereq: NURS 70000, 70200, 70400, 74900
NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs.
Credits 3 cr.

Year 2

Fall

NURS 75500 - Primary Care Nursing I

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100
Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)
• Elective 3 cr.

Spring

NURS 75700 - Primary Care Nursing II

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

prereq: NURS 75500
Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

Summer
**NURS 76800 - Primary Care Nursing III**

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

*prereq: NURS 75700*

*Hours 3 hours / week lecture; 1 hour/week seminar*

*Credits 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)*

**Year 3**

**Fall**

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45*

*Credits 3*

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200*

*Hours 45*

*Credits 3*

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45*

*Credits 3*
Spring

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400  
Hours 45  
Credits 3

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200  
coreq: NURS 701600  
Hours 45  
Credits 3

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.  
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.  
• Elective 3 cr.

Summer

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.  
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.  
Hours 3  
Credits 3

Year 4

Fall
NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

Spring

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

• Elective

Year 5

Fall

NURS 90003 - DNP Capstone Implementation
This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Gerontology/Adult Nurse Practitioner DNP Sample Part Time Program

Return to: Gerontology/Adult Primary Care Nurse Practitioner DNP Track

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Spring
### NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*

*Hours 45*

*Credits 3*

### NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*

*coreq: NURS 75000*

*Hours 3 hrs.*

*Credits 3 cr.*

### Year 2

#### Fall

### NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45*

*Credits 3*

### NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*

*coreq: NURS 71700*

*Hours 3 hrs.*

*Credits 3 cr.*

### Spring

### NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.
**Year 3**

**Fall**

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

**Spring**

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

**Summer**

**NURS 76800 - Primary Care Nursing III**

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.
prereq: NURS 75700

*Hours* 3 hours/week lecture; 1 hour/week seminar

*Credits* 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

**Year 4**

**Fall**

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 72000*

*Hours* 45

*Credits* 3

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**Winter**

- Elective 3 cr.

**Spring**

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours* 45

*Credits* 3

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.*

*Open to MPH, MS/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.*

**Summer**
**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required.*
*Open to MPH, MS/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.*
*Hours 3*
*Credits 3*

**Year 5**

**Fall**

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

*coreq: NURS 70400*
*Hours 45*
*Credits 3*

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required*
*Hours 30 hours lecture; 105 practicum hours*
*Credits 3 cr.*

- Elective 3 cr.

**Spring**

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

*prereq or coreq: NURS 80000*
*Hours 45*
*Credits 3*

**NURS 90002 - DNP Capstone Proposal Development**
This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Summer

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

Year 6

Fall

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.
NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Gerontology/Adult Primary Care Nurse Practitioner DNP Track

Curriculum

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 71600 - Informatics for Evidence-based Practice
This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

**Hours 45**  
**Credits 3**

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*  
*coreq: NURS 75000*  
**Hours 3 hrs.**  
**Credits 3 cr.**

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

**Hours 3 hrs.**  
**Credits 3 cr.**

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900*  
*coreq: NURS 71700*  
**Hours 3 hrs.**  
**Credits 3 cr.**

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*  
**Hours 3 hrs**  
**Credits 3 cr**

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.
prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100
Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

NURS 75700 - Primary Care Nursing II

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

prereq: NURS 75500
Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

NURS 76800 - Primary Care Nursing III

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

prereq: NURS 75700
Hours 3 hours/week lecture 1 hour/week seminar
Credits 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.
NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

Prereq or Coreq: NURS 704, NURS 749, PH75000

Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

Prereq: NURS 80000, NURS 80100; Departmental permission required

Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

Prereq or Coreq: NURS 90001; Departmental permission required

Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

Prereq: NURS 90002; Departmental permission required

Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

NURS 90004 - DNP Capstone Evaluation & Dissemination

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

Prereq: NURS 90003; Departmental permission required

Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.
Nursing: Doctor of Nursing Practice - DNP

Faculty Coordinator: Caroline Hewitt, ch516@hunter.cuny.edu

Website: http://www.hunter.cuny.edu/nursing/

The Doctor of Nursing Practice (DNP) program at Hunter College prepares nurse practitioners who can meet the increasingly complex health needs of diverse urban populations by providing evidence-based, advanced nursing services in a wide variety of settings. The program includes three tracks: Family Nurse Practitioner (FNP) DNP, Gerontological/Adult Nurse Practitioner (GNP/ANP) DNP, and Psychiatric-Mental Health Nurse Practitioner (PMHNP) DNP. Note: a fourth track, Community/Public Health Nursing (C/PHN) DNP is not accepting students at this time.

The DNP program is open to registered nurses with a Bachelor's or Master's degree in nursing. The program requires completion of 48-90 credits and a total of 1000 supervised clinical hours. Students without a prior Master's degree in nursing from an accredited program complete 90 credits and 1000 supervised clinical hours. Students with a prior Master's degree in nursing from an accredited program may be admitted with advanced standing. Based on an individual assessment of the prior graduate record, (1) required coursework may be reduced by up to 42 credits for the same or equivalent coursework completed for the Master's degree with a grade of B or better; and (2) relevant supervised clinical hours completed for the Master's degree may be counted toward the 1000 supervised clinical hours required for the DNP degree.

Graduates of the DNP program meet the requirements for national certification in their specialty area. Graduates of the GNP/ANP, FNP, and PMHNP tracks qualify for New York State certification as a nurse practitioner.

Admission Requirements

Individuals who meet the following criteria may apply for admission to the DNP program:

1. For students without a Master's degree in nursing from an accredited program:
   - New York State RN licensure and current registration
   - A bachelor's degree in nursing from an accredited program
   - A Grade Point Average (GPA) of 3.5 or above in both the major and overall undergraduate record
   - Completion of an undergraduate statistics course
   - Completion of a discrete undergraduate nursing research course
   - Satisfactory written descriptions of career goals and capstone project interest
   - Satisfactory interview

2. For students who hold a Master's degree in nursing from an accredited program:
   - New York State RN licensure and current registration
   - A graduate GPA of 3.5 or higher
   - Satisfactory written descriptions of career goals and capstone project interests
   - National certification in a nursing specialty at an advanced level (i.e., requiring a graduate degree)
   - Satisfactory interview

International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Programs
• Gerontology/Adult Primary Care Nurse Practitioner DNP Track
• Family Nurse Practitioner DNP Track
• Psychiatric/Mental Health Nurse Practitioner Track DNP

Study Plans: Full-and Part-Time

**Sample Full-Time Programs**

- Gerontology/Adult Nurse Practitioner DNP Sample Full Time Program
- Family Nurse Practitioner DNP Sample Full-Time Program Plan
- Psychiatric Mental Health Nurse Practitioner DNP Sample Full-time Program Plan

**Sample Part-Time Programs**

- Gerontology/Adult Nurse Practitioner DNP Sample Part Time Program
- Family Nurse Practitioner DNP Sample Part-Time Program Plan
- Psychiatric Mental Health Nurse Practitioner DNP Sample Part-time Program Plan

**Psychiatric Mental Health Nurse Practitioner DNP Sample Full-time Program Plan**

Return to: Psychiatric/Mental Health Nurse Practitioner Track DNP

**Year 1**

**Fall**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
Credits 3

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.
NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

Spring

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3
NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

 prerequisites: NURS 70000, NURS 70200, NURS 70400, NURS 74900
 prerequisites: NURS 75000
 Hours 3 hrs.
 Credits 3 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

 prerequisites: NURS 70000, NURS 78400
 Hours 1 hr
 Credits 1 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

 prerequisites: NURS 70000, 70200, 70400, 74900, 71700, 75000
 Hours 3 hrs
 Credits 3 cr

Year 2

Fall

NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

 prerequisites: NURS 70200, 71700, 74700, 75000, 77700,
 prerequisites: NURS 71900, 75100, 77800, 77900
 Hours 3 hrs.
 Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics
Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

_NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General_

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

_prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400_  
_Hours 3 hrs._  
_Credits 3 cr._

_NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention_

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

_prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400_  
_coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900_  
_Hours 2 hrs._  
_Credits 2 cr._

_Spring_

_NURS 71900 - Psychopharmacology_

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

_prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700, NURS 77900_  
_coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900_
This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700  
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800  
Hours 2 hrs.  
Credits 2 cr.

**NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)**

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900  
coreq: NURS 78200  
Hours 1 hr.  
Credits 1 cr.

**Year 3**

**Fall**

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900  
coreq: NURS 78100  
Hours 4.5 hrs.  
Credits 4.5 cr.

**Spring**

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and
behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Hours 22.5 hours – Seminar, 315 hours - Clinical
Credits 4.5 cr.

Year 4

Fall

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

Spring

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNP's. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

Summer

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
Hours 3
Credits 3

Year 5

Fall

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3
NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

NURS 90001 - DNP Capstone Internship

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Spring

NURS 90002 - DNP Capstone Proposal Development

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Year 6

Fall

NURS 90003 - DNP Capstone Implementation

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

prereq: NURS 90002; Departmental permission required
Hours 15 hours lecture; 210 practicum hours
Credits 3 cr.

Spring

NURS 90004 - DNP Capstone Evaluation & Dissemination
This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required
Hours 33.75 hours lecture; 80 practicum hours
Credits 3 cr.

Psychiatric Mental Health Nurse Practitioner DNP Sample Part-time Program Plan

Return to: Psychiatric/Mental Health Nurse Practitioner Track DNP

Year 1

Fall

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice
This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

Coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

Spring

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

Prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

**NURS 74600 - Epidemiology of behavioral health and community mental health**

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Year 2

Fall

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

Prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
Coreq: NURS 75000
NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

Spring

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr
Year 3

Fall

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

*prereq: NURS 70000, 70200, 70400, 74900
.coreq: NURS 71700

*Hours 3 hrs.
*Credits 3 cr.*

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

*prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700,
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900*

Spring

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

*prereq: NURS 70200, 71700, 74700, 75000, 77700,
coreq: NURS 71900, 75100, 77800, 77900

*Hours 3 hrs.
*Credits 3 cr.*

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.
prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

Year 4

Fall

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.

Spring

NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Hours 22.5 hours –Seminar, 315 hours - Clinical
Credits 4.5 cr.
Summer

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.*

*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.*

Year 5

Fall

**NURS 78000 - Health Care Ethics in the Life Span**

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

*prereq: NURS 70200*

*Hours 45*

*Credits 3*

Spring

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

*Hours 45*

*Credits 3*

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required.*

*Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.*

*Hours 3*

*Credits 3*
Year 6

Fall

**NURS 80000 - Leading Systems and Organizations**

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

prereq: NURS 80000, NURS 80100; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Spring

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

prereq or coreq: NURS 90001; Departmental permission required
Hours 30 hours lecture; 105 practicum hours
Credits 3 cr.

Summer

**NURS 71600 - Informatics for Evidence-based Practice**
This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

**Hours** 45  
**Credits** 3

### Year 7

#### Fall

**NURS 85000 - Health Policy and Population-Focused DNP Practice**

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

*prereq or coreq: NURS 704, NURS 749, PH75000*  
**Hours** 45  
**Credits** 3

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

*prereq: NURS 90002; Departmental permission required*  
**Hours** 15 hours lecture; 210 practicum hours  
**Credits** 3 cr.

#### Spring

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

*prereq: NURS 80200  
coreq: NURS 71600*  
**Hours** 45  
**Credits** 3

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required*  
**Hours** 33.75 hours lecture; 80 practicum hours  
**Credits** 3 cr.
Psychiatric/Mental Health Nurse Practitioner Track DNP

Curriculum

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*

*Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*

*Hours 45*

*Credits 3*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45*

*Credits 3*

**NURS 71600 - Informatics for Evidence-based Practice**

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

*Hours 45*

*Credits 3*

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*

*coreq: NURS 75000*

*Hours 3 hrs.*

*Credits 3 cr.*

**NURS 71900 - Psychopharmacology**
This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700, coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900

NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700, coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr
NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 80400 - Finance and Management of Advanced Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.
prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000
Hours 45
Credits 3

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

Hours 3
Credits 3

NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
co req: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

NURS 77900 - Family & Group Theories & Therapeutic Modalities
This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.

NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Hours 22.5 hours –Seminar, 315 hours - Clinical
Credits 4.5 cr.

NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.
**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required*  
*Hours 30 hours lecture; 105 practicum hours*  
*Credits 3 cr.*

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required*  
*Hours 30 hours lecture; 105 practicum hours*  
*Credits 3 cr.*

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.

*prereq: NURS 90002; Departmental permission required*  
*Hours 15 hours lecture; 210 practicum hours*  
*Credits 3 cr.*

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

*prereq: NURS 90003; Departmental permission required*  
*Hours 33.75 hours lecture; 80 practicum hours*  
*Credits 3 cr.*

**Nursing: Psychiatric Mental Health Nurse Practitioner Advanced Certificate**

Program Outline - 27-36 cr.

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**
This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr
NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice
This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**
This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Hours 22.5 hours – Seminar, 315 hours - Clinical
Credits 4.5 cr.
Note: (*) NURS 71700, NURS 75000, NURS 75100 may be waived based on equivalent prior coursework.

Program

The Hunter-Bellevue School of Nursing offers a post graduate advanced certificate program in psychiatric nursing. It is open to currently licensed New York State registered nurses who hold a master's degree in nursing from an accredited program. This specialization prepares nurses for roles as advanced practice registered nurses delivering psychiatric and mental health services. Psychiatric/mental health practitioners provide mental health treatment, preventive services, consultation and leadership in hospitals, clinics, community settings and private practice. Through classwork and 600 hours of supervised clinical experience, students learn to provide these services autonomously and in collaboration with other mental health professionals. Graduates of this program meet the educational requirements for national board certification by the American Nurses Credentialing Center. They are also eligible for New York State NP certification. International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Program Adviser

Christine Anne Ganzer
cganzer@hunter.cuny.edu

Nursing Administration/Urban Policy and Leadership - MS/MS

The is a dual degree program (Master of Science in Nursing Administration and Master of Science in Urban Policy and Leadership) in collaboration with the Department of Urban Policy and Planning, School of Arts and Sciences. The MSNA/MSUPL program prepares nurses to assume positions of leadership in a variety of health care settings, systems and agencies. The program emphasizes multidisciplinary approaches to management, policy, and planning in nursing and health care, particularly within urban settings.

The program will provide graduates with the essential knowledge and abilities needed to function as effective nurse administrators across the continuum of care, from wellness to illness. Emphasis will be placed on the provision of leadership for the planning of community-based care, integrated systems, and community networks. Theoretical, practical, and technical considerations around urban problems, public policy, and strategies for change will also be emphasized.

The program's curriculum emphasizes the acquisition of interdisciplinary skills and knowledge about health administration, urban policy, urban policy processes, and leadership in the public and non-profit sectors. It encourages creative critical thinking about health care and the influence of social, economic and political changes. The program's educational objectives seek to: achieve integrated understandings of urban healthcare problems; gain appreciation of the structure of the urban community and the people who live and work there; develop skill in managing and evaluating healthcare programs, and use the results of policy and program analysis in decision-making and problem-solving.
Nursing Administration MS/Urban Policy and Leadership MS - 52 credits

MS Nursing administration 25 credits

MS Urban Policy and Leadership 27 credits

Admissions Requirements

Candidates apply to both programs and are admitted separately.

MS in Nursing Administration

- Graduation from an accredited baccalaureate program in nursing
- Licensure and current registration as an RN in New York State
- Cumulative undergraduate GPA of 3.0 overall and in nursing coursework
- Completion of a basic statistics course and an undergraduate research course
- Completion of an on-line application form including a personal statement and at least two relevant letters of recommendation from a supervisor or faculty member
- Statement of purpose delineating your rationale for interest in the program and your related goals moving forward

Please note that these are the minimum requirements; meeting them does not guarantee admission.

International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

MS in Urban Policy and Leadership

Applicants must meet Hunter's general graduate admission requirements, except for the Graduate Record Examination, which is not required. Applicants must present at least 12 undergraduate credits in social science. Students with relevant undergraduate majors or nonacademic experience may, after consultation with the graduate adviser, request admission with special conditions.

Nursing Administration Core (12 Credits)

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45 
Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Urban Policy and Leadership Core (21 credits)

Core Urban Policy and Leadership General (12 credits)

**URBG 70100 - Introduction to Organization and Management for the Public and Non-Profit Sectors**

An introduction to organizational structures and theories, with attention to the identification and analysis of management challenges that organizations face when seeking to carry out public purposes in urban settings. This is a core requirement for MS students in the non-profit track, and an elective for others.

Hours 3 hrs
Credits 3 cr.

**URBG 79000 - Urban Development Workshop I**

Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.

prereq: permission of the adviser
Credits 6 cr

**URBG 79200 - Urban Affairs Capstone**

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser
Hours 45 hrs,
Credits 3 cr
Core Methods Courses (6 credits)

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

_Hours 45 hrs,
_Credits 3 cr_ & one of the following three

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

_Hours 45 hrs,
_Credits 3 cr_

GTECH 70900 - Introduction to Geographic Information Systems

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS Geoinformatics students are recommended to take GTECH 71000 at the same time as this course.

_Hours 4
_Credits 3
_Material Fee: $15.00_

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

_Credits 3_

Core Structure Course (3 credits.)

URBG 70200 - Structure of the Urban Region

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

_Hours 45 hrs,
_Credits 3 cr_

-or-
URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, “Is it getting better?”

MS Nursing Administration specialization courses, (10 credits)

NURS 74000 - Leadership and Management in Health Care II

Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

*prereq: NURS 70400, NURS 73500

*Hours The credits/hours are 37.5 hrs lecture, 15 hrs seminar, 166 hrs practicum

*Credits 5 cr.

NURS 74500 - Leadership and Management in Health Care III

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

*prereq: NURS 74000

*Hours 37.5 hours theory, 15 hours seminar, 166 hours practicum,

*Credits 5 cr

Nursing Administration elective (3 Credits)

One (1) three-credit Nursing Administration elective, chosen in consultation with academic adviser.

Urban Policy and Leadership electives - 6 credits

Two 3-credit electives in Urban Policy and Leadership chosen in consultation with an academic adviser.

Summary

<table>
<thead>
<tr>
<th>Nursing Administration</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
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<tr>
<td>Specialization Courses</td>
<td>10</td>
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<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Total for MS in Nursing Administration</td>
<td>25</td>
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<tr>
<td><strong>Urban Policy and Leadership</strong></td>
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<tr>
<td>Core Courses (leadership, methods,</td>
<td>21</td>
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<tr>
<td>structure, workshop, capstone)</td>
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<tr>
<td>Electives</td>
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<tr>
<td>**Total for MS in Urban Policy and</td>
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<td>Leadership**</td>
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<tr>
<td><strong>Total for dual degree MS/MS</strong></td>
<td>52</td>
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**Nursing: Adult-Gerontology Clinical Nurse Specialist - MS**

**Faculty Coordinator**: Christine Cutugno, ccutugno@hunter.cuny.edu

The program prepares nurses to assume an advanced practice nursing role as an Adult-Gerontology Clinical Nurse Specialist in a variety of health care settings, from acute care to home care. Nurses who earn this degree are preparing themselves for advanced practice positions in medical-surgical specialties within acute or skilled nursing facilities or in community-based nursing services.

Through course work, supervised practicum hours (500 hours) and carefully selected electives, students develop broad clinical knowledge in the assessment and clinical management of patients across the adult life span in acute and chronic care settings. Practicum placements are offered in a wide variety of medical-surgical specialty settings. There is also a strong focus on the consultative component of the CNS role, incorporating education and patient care improvement content throughout the curriculum. Students also have an opportunity to participate in programs aimed at serving the target adult population and promoting policy changes in the health care delivery system. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center (ANCC).

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

**Nursing Core Courses: 12 credits**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45*

*Credits 3*

**NURS 70200 - Advanced Nursing Research**
Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.
Specialization Courses: 15 credits

**NURS 76100 - Clinical Leadership in Nursing I**

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

*prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000*

*Hours 3 hrs*

*Credits 3 cr*

**NURS 76600 - Adult-Gerontology Clinical Nurse Specialist I**

This Adult-Gerontology Clinical Nurse Specialist (CNS) program will assist students to develop specialized knowledge in the management of complex adult patients with select acute and chronic diseases. Role expectations and implementation of the CNS competencies are explored. Students are expected to develop a broader understanding of professional CNS practice competencies and clinical practice issues from classroom sessions and during supervised clinical placements in diverse settings.

*prereq: NURS 76600*

*Hours 30 hrs theory, 15 hours seminar, 167 hours clinical practicum*

*Credits 5*

**NURS 76700 - Adult-Gerontology Clinical Nurse Specialist II**

Using a nursing science framework, this course emphasizes intervention strategies and health care protocols for complex multisystem health problems and human responses of adults and older adults in a variety of health care settings. Supervised practicum continues to provide opportunities to integrate previous learning experiences. Strategies for evaluating the outcomes of care interventions from a leadership perspective are emphasized through the final capstone project. Students will demonstrate an in depth ability to utilize case studies integrating pathophysiology, advanced assessment, pharmacotherapeutics, and evidence-based standards of care to plan for and achieve positive patient outcomes for selected patients with an emphasis on the older adult. Strategies to interpret the adult-geriatric CNS role in health care to other health care providers and the public are discussed.

*prereq: NURS 76600*

*Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum*

*Credits 5*

Electives: 6 credits
Nursing: Community/Public Health Nurse-MS

(42 credits)

Specialization Coordinator: Judith Aponte, jap@hunter.cuny.edu

The program prepares advanced public health nurses who can assume leadership roles in community and population health in a variety of settings, including community-based programs, clinics and public health agencies. Students learn to apply advanced knowledge and research findings to practice through coursework and 500 hours of supervised clinical experience. Graduates of the program meet the educational requirements for board certification as Advanced Public Health Nurses by the American Nurses Credentialing Center.

International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.
Public Health Core Courses: 9 credits

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.

PH 75400 - Fundamentals of Environmental Health

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.

Specialization Courses: 15 credits

NURS 77100 - Community/Public Health Nursing I

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400
Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,
Credits 5 cr

NURS 77200 - Community/Public Health Nursing II
Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400
Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

**NURS 77300 - Community/Public Health Nursing III**

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772
Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr

**Electives: 6 credits**

**Nursing: Gerontological/Adult Nurse Practitioner - MS**

Coordinator: Mary Hickey

This specialization prepares nurses to provide primary care for adults and older adults in the community and in a variety of health care settings. Students learn to apply expert knowledge and research findings through coursework and 735 hours of supervised clinical experience. Graduates of the program meet the educational requirements for national board certification as adult nurse practitioners and gerontological nurse practitioners by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners Certification Program. They are also eligible for New York State NP certification.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

**Nursing Core Courses: 12 credits**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
Credits 3*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.
prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Specialization Courses: 18 credits

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

*prereq: NURS 70000, NURS 70400, NURS 71700, NURS 74900, NURS 75000, NURS 75100*

**Hours** 3 hours/week lecture 1 hour/week seminar

**Credits** 6: 3 credits theory 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

*prereq: NURS 75500*

**Hours** 3 hours/week lecture 1 hour/week seminar

**Credits** 6: 3 credits theory (45 hours/semester) 1 credit seminar (15 hours/semester) 2 credits clinical (210 hours/semester)

**NURS 76800 - Primary Care Nursing III**

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

*prereq: NURS 75700*

**Hours** 3 hours/week lecture; 1 hour/week seminar

**Credits** 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

**Electives: 3 credits**

**Nursing: Master of Sciences**
The Master of Science program at the Hunter-Bellevue School of Nursing offers the following specializations:

Nursing: Gerontological/Adult Nurse Practitioner - MS  
Nursing: Clinical Nurse Leader-MS  
Nursing: Community/Public Health Nurse-MS  
Nursing: Advanced Public Health Nurse/Urban Public Health-MS/MPH (Dual Degree Program with School of Urban Public Health)  
Nursing: Adult-Gerontology Clinical Nurse Specialist - MS  
Nursing: Psychiatric Mental Health Nurse Practitioner - MS

Admission Requirements

In addition to meeting the general requirements for graduate admission to Hunter College, applicants to the School of Nursing master's degree programs must meet the following requirements. (Please note that these are the minimum requirements to be considered for admission; meeting them does not guarantee admission).

1. Completion of an accredited baccalaureate program in nursing.

2. A cumulative undergraduate GPA of 3.0. (An applicant with an undergraduate GPA below 3.0 may be considered for admission as a nonmatriculated student. Nonmatriculated students may be considered for admission to matriculated status after completion of 9-12 graduate nursing credits with a cumulative GPA of at least 3.0).

3. New York State registered nurse licensure and current registration.

4. Completion of a basic statistics course. (An applicant who does not meet this requirement may be admitted conditional on completing a statistics course by the end of the first semester).

5. Professional résumé listing education and relevant work experiences.

6. Statement of purpose clearly identifying why the applicant seeks admission to the particular specialization to which she or he is applying.

7. Applicants for the dual-degree MS/MPH program also meet requirements for admission to the MPH program.

8. Applicants for the dual-degree MS/MPA program must also meet requirements for admission to the Baruch MPA program, including GRE scores. (Applicants may request a waiver of the GRE requirement based on an undergraduate GPA of at least 3.0).

International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.

Nursing: Psychiatric Mental Health Nurse Practitioner - MS

Faculty Coordinator: Cheryl Zauderer cz449@hunter.cuny.edu

This program prepares nurses for roles as advanced practice registered nurses delivering psychiatric and mental health services. Psychiatric/mental health practitioners provide mental health treatment, preventive services, consultation and leadership in hospitals, clinics, community settings and private practice. Through coursework and 600 hours of supervised clinical experience, students learn to provide these services autonomously and in collaboration with other
Graduates of this program meet the educational requirements for board certification by the American Nurses Credentialing Center. They are also eligible for New York State NP certification.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

**Foundations of Nursing Practice: 12 credits**

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45  
Credits 3*

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

*coreq: NURS 70000  
Hours 15 hours  
Credits 1 cr.*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45  
Credits 3*

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

*coreq: NURS 70000  
Hours 15 hours  
Credits 1 cr.*
NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

Advanced Practice Core: 21 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 75100 - Advanced Health Assessment
Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

**prereq:** NURS 70000, 70200, 70400, 74900, 71700, 75000  
**Hours** 3 hrs  
**Credits** 3 cr

**NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General**

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

**prereq:** NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400  
**Hours** 3 hrs.  
**Credits** 3 cr.

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

**prereq:** NURS 70000, 70200, 70400, 74900  
**coreq:** NURS 71700  
**Hours** 3 hrs.  
**Credits** 3 cr.

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

**prereq:** NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700, NURS 77800  
**coreq:** NURS 74800, NURS 75100, NURS 77800, NURS 77900

**NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention**

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

**prereq:** NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
Specialization Courses: 15 credits

**NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)**

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

*prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
*coreq: NURS 78200
*Hours 1 hr.
*Credits 1 cr.

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

*prereq: NURS 70200, 71700, 74700, 75000, 77700
*coreq: NURS 71900, 75100, 77800, 77900
*Hours 3 hrs.
*Credits 3 cr.

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

*prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
*coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
*Hours 2 hrs.
*Credits 2 cr.

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of
direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78100
Hours 4.5 hrs.
Credits 4.5 cr.

NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Hours 22.5 hours – Seminar, 315 hours - Clinical
Credits 4.5 cr.

Total: 48 Credits

MS Psychiatric Mental Health Nurse Practitioner Program Outline:

Full time study Proposal

Year 1:

Semester 1

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical
model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45
Credits 3

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.
Credits 3 cr.

**NURS 74600 - Epidemiology of behavioral health and community mental health**

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

*Hours 15 hrs.
Credits 1 cr.

**Semester 2**

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*
Period Hours Credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

Year 2:

Semester 1

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention
This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose, manage, and treat individuals experiencing a range of complex mental health problems.

**prereq:** NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400  
**coreq:** NURS 71900, NURS 74800, NURS 75100, NURS 77900  
**Hours 2 hrs.**  
**Credits 2 cr.**

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

**prereq:** NURS 70000, 70200, 70400, 74900  
**coreq:** NURS 71700  
**Hours 3 hrs.**  
**Credits 3 cr.**

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

**prereq:** NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700, NURS 77900, NURS 74800, NURS 75100, NURS 77800, NURS 77900  
**coreq:** NURS 71900, 75100, 77800, 77900  
**Hours 3 hrs.**  
**Credits 3 cr.**

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

**prereq:** NURS 70200, 71700, 74700, 75000, 77700, 74800, 75100, 77800, 77900  
**coreq:** NURS 71900, 75100, 77800, 77900  
**Hours 3 hrs.**  
**Credits 3 cr.**

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced
family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

**NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)**

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

**Semester 2**

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

**Year 3:**

**Semester 1**

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

**prereq:** NURS 78200
Hours 22.5 hours - Seminar, 315 hours - Clinical
Credits 4.5 cr.

Part time Study Proposal

Year 1:

Semester 1

**NURS 70000 - Theoretical Foundations of Nursing Science**

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
Credits 3*

**NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice**

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

*coreq: NURS 70000
Hours 15 hours
Credits 1 cr.*

**NURS 70400 - Healthcare Systems and Policy**

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

*Hours 45
Credits 3*

**NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner**

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

*coreq: NURS 70000
Hours 15 hours
Credits 1 cr.*
Semester 2

**NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations**

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

*Hours 3 hrs.*  
*Credits 3 cr.*

**NURS 74600 - Epidemiology of behavioral health and community mental health**

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

*Hours 15 hrs.*  
*Credits 1 cr.*

**NURS 70200 - Advanced Nursing Research**

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course*  
*Hours 45*  
*Credits 3*

Year 2:

Semester 1

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900*  
*coreq: NURS 75000*  
*Hours 3 hrs.*  
*Credits 3 cr.*

**NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General**

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.
prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

Semester 2

**NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention**

This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose manage and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

**NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness**

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

**NURS 75100 - Advanced Health Assessment**

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

Year 3:

Semester 1

**NURS 75000 - Advanced Pharmacotherapeutics**

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700  
Hours 3 hrs.  
Credits 3 cr.

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700,  
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900

**Semester 2**

**NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice**

This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700,  
coreq: NURS 71900, 75100, 77800, 77900  
Hours 3 hrs.  
Credits 3 cr.

**NURS 77900 - Family & Group Theories & Therapeutic Modalities**

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700  
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800  
Hours 2 hrs.  
Credits 2 cr.

**NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)**

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.
Year 4:

Semester 1

**NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I**

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

**NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II**

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

**NURS 66400 - Legal Issues in Nursing**

The purpose of this course is to examine the multiple relationships between nursing and the law, with a particular focus on accountability for advanced and specialty practice. The course examines sources of law and the role of the courts in the continuing development and application of law to health care and the health professions. Specific legal issues, such as malpractice and informed consent, are analyzed. Distinctions between civil and criminal liability are explored, along with the roles of licensing boards and other government agencies. The course also examines relationships between law, ethics, policy and global health.
NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70100 - Assessment, Measurement, and Evaluation in Nursing Education

Various methods of assessment and evaluation of learning will be addressed within a nursing context.

Hours 45 hrs.
Credits 3 cr.

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45
Credits 3

NURS 70700 - Nursing of Persons with HIV Infection

Analysis and evaluation of nursing strategies at the level of secondary prevention with persons who are HIV-positive in order to assist them to maintain optimum levels of wellness.

Hours 45 hrs.
Credits 3 cr.

NURS 70800 - Nursing of Persons with AIDS

Analysis and evaluation of nursing strategies at the level of tertiary prevention with persons with AIDS in order to assist them to maintain and restore health.

Hours 45 hrs.
Credits 3 cr.

NURS 71600 - Informatics for Evidence-based Practice
This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45
Credits 3

**NURS 71700 - Advanced Pathophysiology for Nursing Practice**

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

*prereq: NURS 70000, NURS 70200, NURS 70400, NURS 74900
coreq: NURS 75000
Hours 3 hrs.
Credits 3 cr.*

**NURS 71900 - Psychopharmacology**

This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

*prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700,
coreq: NURS 74800, NURS 75100, NURS 77800, NURS 77900*

**NURS 73000 - Instructional Design in Nursing Education**

Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

*Hours 45 hrs.
Credits 3 cr.*

**NURS 73100 - Practicum in Nursing Education**

Teaching practicum in academic and institutional settings under the guidance of experienced educators. Emphasis is on the development, implementation, and evaluation of educational programs.

*prereq: NURS 73000, NURS 75200, NURS 70100
Hours 30 hours lecture, 15 hrs seminar, 105 hrs clinical
Credits 4 cr*

**NURS 73400 - Writing, Communication, and Healing**

This course provides learners with opportunities to improve their writing skills; to increase their confidence in their expressive ability; to produce a clear, publishable paper; to communicate more effectively; and to explore the use of reflective writing as a healing method.
NURS 73500 - Leadership and Management in Health Care I

Analyses of how nurse leaders and other health professionals in integrated managed care networks and community-based organizations understand and apply leadership and management theories and principles.

prereq: NURS 70000, NURS 70200, NURS 74900
coreq: PAF 91000, PAF 91030
Hours 30 hours theory, 15 hours seminar, 166 hours practicum,
Credits 5 cr

NURS 73600 - Trauma Nursing: The First 72 Hours

This course provides specialized content on the assessment, management, and prevention of complications in the multiple trauma patient in the first 72 hours.

Hours 45
Credits 3

NURS 73700 - Mental Health Policy and Advocacy: The Role of Psychiatric Mental Health Nurse Practitioner

This course reviews ethical, legal, and social factors influencing mental health policy including policies that promote access, equity, and quality, and the role of the PMHNP as advocate and contributor to mental health policy development.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 74000 - Leadership and Management in Health Care II

Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

prereq: NURS 70400, NURS 73500
Hours The credits/hours are 37.5 hrs lecture, 15 hrs seminar, 166 hrs practicum
Credits 5 cr.

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000
prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100
Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,
Credits 5 cr
NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742
prereq or coreq: NURS 704
Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300
Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,
Credits 5 cr

NURS 74500 - Leadership and Management in Health Care III

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

prereq: NURS 74000
Hours 37.5 hours theory, 15 hours seminar, 166 hours practicum,
Credits 5 cr

NURS 74600 - Epidemiology of behavioral health and community mental health

This course explores behavioral health issues on state, national, and global levels for students to learn how to conduct mental health risk and need assessments, and provide early prevention and intervention to reduce health disparities and promote clinical outcomes for populations with mental health problems and psychiatric disorders.

Hours 15 hrs.
Credits 1 cr.

NURS 74700 - Advanced Neuroanatomy and Neurophysiology of Brain and Psychiatric Mental Health and Illness

This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

prereq: NURS 70000, NURS 78400
Hours 1 hr
Credits 1 cr.

NURS 74800 - Therapeutic Counseling Modalities: Advanced Nursing Perspectives and Practice
This course provides various theoretical frameworks of current therapeutic modalities in counseling and its clinical application for psychiatric mental health nurse practitioners (PMHNPs) to function in non-pharmacological management of individuals suffering with mental and behavioral disorders. This course provides the foundation for the PMHNP to apply theories to clinical practice with commonly used and evidenced-based practice psychotherapeutic modalities.

prereq: NURS 70200, 71700, 74700, 75000, 77700,
coreq: NURS 71900, 75100, 77800, 77900
Hours 3 hrs.
Credits 3 cr.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

This course focuses on models and strategies for promoting health and preventing disease, with particular emphasis on culturally relevant, population based approaches to address social determinants of health and reduce health disparities.

Hours 3 hrs.
Credits 3 cr.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

prereq: NURS 70000, 70200, 70400, 74900
coreq: NURS 71700
Hours 3 hrs.
Credits 3 cr.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

prereq: NURS 70000, 70200, 70400, 74900, 71700, 75000
Hours 3 hrs
Credits 3 cr

NURS 75200 - Advanced Concepts in Nursing Education

Advanced concepts in nursing education that allow for the construction of nursing education programs will be explored. Issues critical to academic and institutional education will be examined.

prereq: NURS 73000
Hours 45 hrs.
Credits 3 cr.

NURS 75400 - Psychosocial Behavioral Patterns of Older Adults
Integration of the theoretical foundations of biological, psychological, social, and cultural patterns of aging that form the assessment data base for the case management of older adults, families, and communities

**NURS 75500 - Primary Care Nursing I**

This is the first in a series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice in various primary care settings.

**NURS 75700 - Primary Care Nursing II**

This is the second in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide care in various primary care settings. Experiences are intended to assist the student to attain advanced level direct care competencies and develop in the role of the primary care nurse practitioner.

**NURS 76100 - Clinical Leadership in Nursing I**

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

**NURS 76200 - Clinical Leadership in Nursing II**

Synthesis of all aspects of leadership, care, and information management. Guided learning opportunities and clinical immersion in a unit or setting specific area; facilitates the integration of the multiple CNL functions into a professional model of CNL practice.
prereq: NURS 76100
Hours 60 hrs theory; 335 hrs clinical practicum (immersion), including 30 hrs clinical seminars
Credits 10

NURS 76600 - Adult- Gerontology Clinical Nurse Specialist I

This Adult-Gerontology Clinical Nurse Specialist (CNS) program will assist students to develop specialized knowledge in the management of complex adult patients with select acute and chronic diseases. Role expectations and implementation of the CNS competencies are explored. Students are expected to develop a broader understanding of professional CNS practice competencies and clinical practice issues from classroom sessions and during supervised clinical placements in diverse settings.

prereq: NURS 76100
Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum
Credits 5

NURS 76700 - Adult-Gerontology Clinical Nurse Specialist II

Using a nursing science framework, this course emphasizes intervention strategies and health care protocols for complex multisystem health problems and human responses of adults and older adults in a variety of health care settings. Supervised practicum continues to provide opportunities to integrate previous learning experiences. Strategies for evaluating the outcomes of care interventions from a leadership perspective are emphasized through the final capstone project. Students will demonstrate an in depth ability to utilize case studies integrating pathophysiology, advanced assessment, pharmacotherapeutics, and evidence-based standards of care to plan for and achieve positive patient outcomes for selected patients with an emphasis on the older adult. Strategies to interpret the adult-geriatric CNS role in health care to other health care providers and the public are discussed.

prereq: NURS 76600
Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum
Credits 5

NURS 76800 - Primary Care Nursing III

This is the last in the series of three sequential courses designed to provide the Adult-Gerontology Primary Care Nurse Practitioner (AG PCNP) student with strategies to provide evidence-based care to older adolescents, adults, and older adults, including the frail elderly, and function as a licensed independent practitioner. Common acute and chronic health problems in primary care, with increasing complexity, are discussed and analyzed. The clinical practicum provides an opportunity to put theory into practice and provide primary care in various settings. Experiences are intended to assist the student attain advanced level direct care competencies and function in the role of independent nurse practitioner.

prereq: NURS 75700
Hours 3 hours /week lecture; 1 hour/week seminar
Credits 6: 3 credits theory (45 hours) 1 credit seminar (15 hours) 2 credits clinical (210 hours)

NURS 77100 - Community/Public Health Nursing I

Identification of skills for Advanced Public Health Nurses to conduct a health-related community needs assessment, participate on interdisciplinary teams in partnership with diverse population and apply principles of Quality
Improvement (QI).

prereq: NUS 70000, NURS 70200, NURS 749, NURS 704, PH 75000, PH 75200, PH 75400
Hours 30 hrs theory, 167 hrs clinical practicum, 15 hrs seminar,
Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400
Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772
Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr

NURS 77600 - Interdisciplinary Approaches to Diabetes Management

This course will provide an overview of the field of diabetes and diabetes management. It will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

Cross-listed PH 77013
Hours 45
Credits 3

NURS 77700 - Advanced Psychiatric Mental Health Assessment and Intervention: General

This course explores mental health problems for students to learn how to make a differential diagnosis and apply standards of care to foster health promotion as well as to deal with simple to complex mental health and illness. This course reviews information and knowledge about: 1) common mental disorders including etiology, theories, and epidemiology; 2) diagnostic evaluation of each disorder; 3) interventions for each disorder.

prereq: NURS 70000, NURS 70400, NURS 73700, NURS 74900, NURS 78400
Hours 3 hrs.
Credits 3 cr.

NURS 77800 - Advanced Child/Adolescent Psychiatric Mental Health Assessment and Intervention
This course provides advanced knowledge of child/adolescent mental health disorders including mental health assessment and treatment guidelines to diagnose, manage, and treat individuals experiencing a range of complex mental health problems.

prereq: NURS 70000, NURS 70200, NURS 70400, NURS 71700, NURS 73700, NURS 74600, NURS 74900, NURS 77700, NURS 78400
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77900
Hours 2 hrs.
Credits 2 cr.

NURS 77900 - Family & Group Theories & Therapeutic Modalities

This course provides a theoretical foundation for effective work with families and groups for diverse families and populations for psychiatric-mental health NPs. Discussed is family nursing, family theory and therapy, as well as self-help, professional lead group therapy, and group work in organizations. The course provides the learners with advanced family and group assessment skills and familiarity with a range of theory-based and evidenced-based family and group therapeutic modalities. Cultural competent group and families therapies as well as the ethical, legal and political aspects of family and group work will be covered.

prereq: NURS 70200, NURS 71700, NURS 74700, NURS 75000, NURS 77700
coreq: NURS 71900, NURS 74800, NURS 75100, NURS 77800
Hours 2 hrs.
Credits 2 cr.

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 78100 - Comprehensive Psychiatric Mental Health Assessment and Intervention of Acute and Chronic Disease States (Pre-clinical competency evaluation)

This course advances the psychiatric–mental health nurse practitioner (PMHNP) student's competency in assessing, diagnosing, and treating common psychiatric disorders prior to entry to psychiatric mental health clinical practicum.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
coreq: NURS 78200
Hours 1 hr.
Credits 1 cr.

NURS 78200 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum I

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in a variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

prereq: NURS 71900, NURS 74800, NURS 75100, NURS 77800, NURS 77900
NURS 78300 - Psychiatric Mental Health Nurse Practitioner/Clinical Practicum II

This course provides an advanced level of independent and autonomous experiential learning for students in behavioral health care settings with direct and indirect supervision by faculty and clinical preceptors. Experiential learning provides an opportunity for students to learn how to conduct advanced levels of psychiatric evaluation; to develop differential diagnoses, plans of treatment and appropriate interventions. This course provides opportunities for students to demonstrate the ability to be independent in direct and indirect care of individuals suffering from mental and behavioral disorders throughout life span, and apply standards of care to foster health promotion and disease prevention.

prereq: NURS 78200
Hours 22.5 hours – Seminar, 315 hours - Clinical
Credits 4.5 cr.

NURS 78400 - Theoretical Foundations of Advanced Psychiatric Mental Health Nursing Care and Practice

This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference and countertransference, and Peplau's therapeutic nurse-client relationship will be introduced and applied to case studies.

coreq: NURS 70000
Hours 15 hours
Credits 1 cr.

NURS 78500 - Hospice and Palliative Symptom Management

Management of hospice and palliative care treatment modalities for use with diverse populations in multiple settings.

prereq: NURS 71700, NURS 75000, NURS 75100
Hours 45 hrs.
Credits 3 cr.

NURS 78600 - Interdisciplinary Palliative and Hospice Care

Foundational aspects of interdisciplinary palliative and end of life care, and service coordination.

prereq: None
coreq: NURS 78600
Hours 45 hrs.
Credits 3

NURS 78700 - Advanced Palliative Care Practice I
Theories, research and strategies for palliative and end-of-life nursing care of patients from birth to death are analyzed in seminar and applied in clinical settings.

prereq: NURS 78500
prereq or coreq: NURS 78600
Hours 1 hour per week for Seminar + 17.5 hours per week for Clinical Practicum (15 hours Seminar per semester + 262 hours Clinical Practicum per semester)
Credits 3.5 (1 credit Seminar + 2.5 credits Clinical Practicum)

**NURS 78800 - Advanced Palliative Care Practice II**

Advanced palliation and hospice practicum for students in select clinical settings.

prereq: NURS 78700
Hours hour per week for Seminar + 17.5 hours per week for Clinical Practicum (15 hours Seminar per semester + 262 hours Clinical Practicum per semester)
Credits 3.5 (1 credit Seminar + 2.5 credits Clinical Practicum)

This is the second of a two-part clinical practicum preparing advanced practice nurses to work with palliative or hospice patients and their families. Seminars will incorporate the core curriculum of the End of Life Nursing Consortium (ELNEC), providing each successful candidate with an ELNEC trained certificate. It is the final course required for advanced practice nurses who may choose to take the Hospice and Palliation Nurses Association Certification Examination.

**NURS 79100 - Independent Study in Nursing**

Supervised study of an area of interest for matriculated students.

Hours 15 hrs,
Credits 1 cr
A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

**NURS 79200 - Independent Study in Nursing**

Supervised study of an area of interest for matriculated students.

Hours 30 hrs,
Credits 2 cr
A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

**NURS 79300 - Independent Study in Nursing**

Supervised study of an area of interest for matriculated students.

Hours 45 hrs,
Credits 3 cr
A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

**NURS 80000 - Leading Systems and Organizations**
This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

**NURS 80100 - Leadership for Quality Improvement**

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

**NURS 80200 - Analytic Methods for Evidence-Based Practice**

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

**NURS 80400 - Finance and Management of Advanced Practice Nursing**

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200
coreq: NURS 71600
Hours 45
Credits 3

**NURS 81000 - Clinical Genetics**

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

**NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years**

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100
Hours 15 lecture, 15 seminar and 125 clinical
Credits 3

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100

Hours 15 lecture, 15 seminar, 125 clinical
Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000

Hours 45
Credits 3

NURS 87100 - Advanced Practice Public Health Nursing I

Analysis of the Advanced Practice Public Health Nurses (AAPHN) role in the use of technology to promote population health in order to achieve the DNP Competency Areas: Technology & Information Literacy Analysis and Quality of Practice.

prereq or coreq: NURS 77100, NURS 85000

Hours 15 seminar, 86 clinical
Credits 1

NURS 89000 - DNP Practicum

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

prereq: NURS 85500, 84200 or 87100. Instructor permission required.

Hours 52.5 practicum hours; individual or group conferences with faculty
Credits 0.5 cr.

NURS 89100 - DNP Practicum

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

prereq: NURS 85500, 84200 or 87100. Instructor permission required.
**NURS 89200 - DNP Practicum**

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

*prereq: NURS 85500, 84200 or 87100. Instructor permission required.*

**NURS 89300 - DNP Practicum**

This course provides DNP students with the opportunity to complete practice hours in addition to those required for other courses. These hours may include direct patient care, simulation, practice-related projects or other experiences, based on an individual assessment of the student's needs. May be taken concurrently with another clinical course. Requires faculty permission. May be repeated for credit.

*prereq: NURS 85500, 84200 or 87100. Instructor permission required.*

**NURS 90001 - DNP Capstone Internship**

This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.

*prereq: NURS 80000, NURS 80100; Departmental permission required*

**NURS 90002 - DNP Capstone Proposal Development**

This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project directed at practice change, system changes, or aggregate health improvements.

*prereq or coreq: NURS 90001; Departmental permission required*

**NURS 90003 - DNP Capstone Implementation**

This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.
prereq: NURS 90002; Departmental permission required

**NURS 90004 - DNP Capstone Evaluation & Dissemination**

This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.

prereq: NURS 90003; Departmental permission required

**Programs and Courses in Nutrition**

**School of Urban Public Health**

**About the School**

Hunter College's School of Urban Public Health educates students to contribute to improving urban health by addressing problems such as HIV, substance abuse, asthma, obesity, under-nutrition, violence, heart disease and cancer. The School offers undergraduate programs in Community Health and in Nutrition. Hunter's School of Urban Public Health shares an eight-story, 147,000-square-foot green building on Third Avenue between East 118th and 119th Streets with the Silberman School of Social Work at Hunter College. Faculty, staff and students from both schools work closely with community organizations and health and social service agencies in East Harlem to strengthen existing and create new approaches to improving the well-being of East Harlem and other low-income communities.

The MS degree in Nutrition is designed for individuals seeking to attain the RD credential. The MS in Nutrition is an accredited didactic program in dietetics (DPD), completion of which certifies eligibility to apply for a dietetic internship.

The Accelerated BS/MS is for third year NFS majors who are interested in completing their degree and then continuing at Hunter to obtain a master's degree and verification statement (students will be provisionally accepted into the program in their junior year but must maintain grade requirements to matriculate into the MS-DPD program). This accelerated pathway provides the opportunity for undergraduate students to remain at Hunter for their graduate coursework providing students the opportunity for academic acceleration to a graduate degree.

**What can I do with my degree in Nutrition and Food Science?**

Graduates of the NUTR-MS program may work as nutritionists in a wide variety of health care facilities including hospitals and public health agencies. Since the MS-Nutrition curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the credentialing arm of the American Dietetic Association (ADA), the program will qualify students from the BS/MS accelerated track to apply for Dietetic Internships and continue their professional preparation for the Registered Dietitian (RD) credential.

**Accreditation**
The NUTR-MS is a didactic program in dietetics (DPD), accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation of Dietetics Education (CADE), the accrediting agency of the Academy of Nutrition and Dietetics. The Dietetic Internship is also accredited by ACEND. Both the DPD and DI programs are designed for individuals seeking to become eligible to sit for the national registration examination in dietetics to become credentialed as a Registered Dietitian (RD).

**Programs and Courses**

Programs and Courses in Nutrition

**Administration**

**Campus Director**
Khursheed Navder, PhD, RDN, FAND
Room 612, (212) 396-7775
knavder@hunter.cuny.edu

**Silberman Campus**
2180 Third Avenue (119th Street and Third Avenue, 5th floor)
New York NY 10035
http://www.hunter.cuny.edu/uph

*For information, contact:
Nzinga Ajani
Silberman 5th floor
Dean's Suite
212 396 7729 -or-
http://www.hunter.cuny.edu/uph

**Faculty**

Faculty of School of Urban Public Health

**Nutrition BS/MS (DPD)**

Return to the School of Urban Public Health

This pathway is for third year NFS majors who are interested in completing their degree and then continuing at Hunter to obtain a master's degree and verification statement (students will be provisionally accepted into the program in their junior year but must maintain grade requirements to matriculate into the MS-DPD program).

This accelerated pathway provides the opportunity for undergraduate students to remain at Hunter for their graduate coursework providing students the opportunity for academic acceleration to a graduate degree.

Since the MS-Nutrition curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the credentialing arm of the American Dietetic Association (ADA), it will qualify students from this BS/MS accelerated track to apply for Dietetic Internships and continue their professional preparation for the Registered Dietitian (RD) credential.

For further information consult the undergraduate catalog and the Nutrition - MS program in this catalog.
Nutrition Track I-MS DPD Track

This MS curriculum meets the requirements of a Didactic Program in Dietetics (DPD) and is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Upon completion of a DPD (Didactic Program in Dietetics), students must complete a Dietetic Internship (DI) and only then can they sit for the national Registered Dietitian Nutritionist (RDN) Exam.

Admission Prerequisite Requirements

- A bachelor's degree from an accredited institution
- A statement of interest
- Two References
- Resume
- General Chemistry w/lab, 4 credits
- Organic Chemistry w/lab, 4 credits
- Anatomy and Physiology I w/lab, 4 credits
- Anatomy and Physiology II w/lab, 4 credits
- Microbiology, 3 credits
- Biochemistry (3 credits)
- Intro to Nutrition*, 3 credits
- Intro to Food Science* I, 3 credits
- Intro Statistics or higher, 3 credits
- Any Economics, Psychology, Anthro, or Sociology class, 3 credits

TOTAL 28-34 prerequisite credits (students can take courses with a higher credit value)

*Can be taken as self-study for no credit with a challenge exam given by Hunter Nutrition 3x per year. Science prerequisites require a minimum grade of C. Nutrition/Food Science prerequisites require a minimum grade of B or 80% for the challenge exam.

NUTR MS DPD/Nutrition Courses

(41 credits; 3 credits; each unless otherwise noted)

NUTR Core Courses (6 credits; 3 credits each unless noted):

- PH 75000 Biostatistics or equivalent
- NUTR 72500 Nutrition Research

NUTR Specialization/Major Electives (32 credits)

- NUTR 71500 Food Service and Management
- NUTR 72000 Community Nutrition Education
- NUTR 73300 Nutrition and Human Development
- NUTR 73100 Advanced Nutrition I
- NUTR 73200 Advanced Nutrition II
- NUTR 73400 Clinical Nutrition I
- NUTR 73500 Clinical Nutrition II
- NUTR 74600 Nutrition and Disease
- NUTR 74700 Advanced Nutrition & Assessment Lab (1 credit)
Nutrition Track II MS Academic DI

This track is for students who have completed a Dietetic Internship in an academic/collegiate setting (36 credits) where 12 graduate DI credits can be transferred toward the MS.

(courses 3 credits each unless otherwise noted)

Admissions Requirement

1. Completion of an undergraduate accredited DPD program
2. A statement of interest
3. Two references
4. Resume

NUTR Core Courses (6 credits)

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

NUTR 72500 - Nutrition Research

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

NUTR Experiential Practice Courses (12 credits)

NUTR 70000 - Seminar in Dietetics Practice

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

Open to dietetic internship (DI) students only.

NUTR 70100 - Pre-Professional Practice in Dietetics: Clinical
Supervised externship in clinical dietetics and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70200 - Pre-Professional Practice in Dietetics: Food Service**

Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70300 - Pre-Professional Practice in Dietetics: Community**

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

*Credits 3*

*Open to DI students only.*

**NUTR Specialization/Major Electives (15 credits)**

**NUTR 72000 - Community Nutrition Education**

Nutrition programs and materials for health promotion in the community.

**NUTR 73100 - Human Nutrition and Metabolism**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

*prereq: NUTR 70500*

**NUTR 73200 - Advanced Nutrition II**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

*prereq: NUTR 73100*

**NUTR 73300 - Nutrition and Human Development**

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

**NUTR 73400 - Clinical Nutrition I**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73100*

**NUTR 73500 - Clinical Nutrition II**
Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73400
  - NUTR 73600 Nutrition Assessment & Counseling

**NUTR 74600 - Nutrition and Disease**

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

coreq: NUTR 74700

**NUTR 77000 - Topics in Nutrition**

Courses on current topics in nutrition.

prereq: No prerequisite courses required.
Open to NUTR MS or with departmental permission
Hours 1-6
Credits Variable 1-6 credits, with a maximum of 6 credits.
Offered periodically. Variable credits.
  - NUTR 78301, 02, 03 Independent Study (1,2 or 3 credits)
    Other NUTR or other electives approved by advisor

**NUTR Culminating Experience (3 credits)**

**NUTR 78000 - Capstone**

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the Nutrition MS program. Students will complete either a project, research/review paper, or a manuscript.

prereq: Completion of at least 18 credits of graduate coursework toward the MS Nutrition degree
Hours Variable 3-6 hrs
Credits Variable 3-6 cr. with a maximum of 6 cr.

Total credits required for degree: 36

or

Academic DI Non-Degree

NUTR Experiential Practice Courses (12 credits)

**NUTR 70000 - Seminar in Dietetics Practice**
Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

*Open to dietetic internship (DI) students only.*

**NUTR 70100 - Pre-Professional Practice in Dietetics: Clinical**

Supervised externship in clinical dietetics and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70200 - Pre-Professional Practice in Dietetics: Food Service**

Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70300 - Pre-Professional Practice in Dietetics: Community**

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

*Credits 3
Open to DI students only.*

**Nutrition Track III MS External/Non-Academic DI**

This track is for students who have completed a Dietetic Internship in a non-college/external setting such as a hospital or other health care facility. The 30 credit track encompasses core and elective classes and a culminating experience.

**NUTR Core Courses (6 credits)**

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.*

**NUTR 72500 - Nutrition Research**

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

**NUTR Specialization/Major Electives (21 credits)**

**NUTR 72000 - Community Nutrition Education**
Nutrition programs and materials for health promotion in the community.

**NUTR 73100 - Human Nutrition and Metabolism**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

*prereq: NUTR 70500*

**NUTR 73200 - Advanced Nutrition II**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

*prereq: NUTR 73100*

**NUTR 73300 - Nutrition and Human Development**

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

**NUTR 73400 - Clinical Nutrition I**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73100*

**NUTR 73500 - Clinical Nutrition II**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73400*

**NUTR 74600 - Nutrition and Disease**

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

*coreq: NUTR 74700*

**NUTR 74800 - Nutrition Assessment & Counseling**

Nutrition assessment in humans, including anthropometric, biochemical, clinical, and dietary assessment; the application of principles of communication and counseling skills.

*prereq: NUTR MS matriculant*

*Hours 3 hrs*

*Credits 3 cr.*

**NUTR 77000 - Topics in Nutrition**
Courses on current topics in nutrition.

prereq: No prerequisite courses required.
Open to NUTR MS or with departmental permission
Hours 1-6
Credits Variable 1-6 credits, with a maximum of 6 credits.
Offered periodically. Variable credits.

NUTR Culminating Experience (3 credits)

NUTR 78000 - Capstone

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the Nutrition MS program. Students will complete either a project, research/ review paper, or a manuscript.

prereq: Completion of at least 18 credits of graduate coursework toward the MS Nutrition degree
Hours Variable 3-6 hrs
Credits Variable 3-6 cr. with a maximum of 6 cr.

Total credits required for degree: 30

Nutrition Track IV MS Focused Study

Admission Requirements

- A bachelor's degree from an accredited institution
- A statement of interest
- Two references
- Resume
- General Chemistry w/lab, 4 credits
- Organic Chemistry w/lab, 4 credits
- Anatomy and Physiology I w/lab, 4 credits
- Anatomy and Physiology II w/lab, 4 credits
- Microbiology, 3 credits
- Intro to Nutrition*, 3 credits
- Intro to Food Science* I, 3 credits
- Intro Statistics or higher, 3 credits
- Any Economics, Psychology, Anthro, or Sociology class, 3 Credits

NUTR Core Courses (6 credits)

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.
prereq: No prerequisites required.
Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

**NUTR 72500 - Nutrition Research**

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

**NUTR Specialization/Major Electives (select 27 credits)**

**NUTR 72000 - Community Nutrition Education**

Nutrition programs and materials for health promotion in the community.

**NUTR 73100 - Human Nutrition and Metabolism**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

*prereq: NUTR 70500*

**NUTR 73200 - Advanced Nutrition II**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

*prereq: NUTR 73100*

**NUTR 73300 - Nutrition and Human Development**

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

**NUTR 73400 - Clinical Nutrition I**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73100*

**NUTR 73500 - Clinical Nutrition II**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73400*

**NUTR 74600 - Nutrition and Disease**

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.
coreq: NUTR 74700

**NUTR 74800 - Nutrition Assessment & Counseling**

Nutrition assessment in humans, including anthropometric, biochemical, clinical, and dietary assessment; the application of principles of communication and counseling skills.

*prereq: NUTR MS matriculant
Hours 3 hrs
Credits 3 cr.*

**NUTR 77000 - Topics in Nutrition**

Courses on current topics in nutrition.

*prereq: No prerequisite courses required.
Open to NUTR MS or with departmental permission
Hours 1-6
Credits Variable 1-6 credits, with a maximum of 6 credits.
Offered periodically. Variable credits.
Other NUTR or Biology or other electives approved by adviser*

**NUTR Culminating Experience (3 credits)**

Total credits required for degree: 36

**Nutrition: Dietetic Internship (DI) Advanced Certificate**

**Prerequisite Requirements**

Completion of an ACEND accredited undergraduate or graduate Didactic Program.

**Nutrition Experiential Practice Courses (12 credits)**

**NUTR 70000 - Seminar in Dietetics Practice**

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

*Open to dietetic internship (DI) students only.*

**NUTR 70100 - Pre-Professional Practice in Dietetics: Clinical**

Supervised externship in clinical dietetics and classroom discussions of readings and field experiences.

*Open to DI students only.*
NUTR 70200 - Pre-Professional Practice in Dietetics: Food Service

Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences.

*Open to DI students only.*

NUTR 70300 - Pre-Professional Practice in Dietetics: Community

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

*Credits 3*

*Open to DI students only.*

BIOS 75000 - Applied Biostatistics I

A follow up course to PH 7500/75100 and PH 75200/75300, covering intermediate-level statistical methods commonly used in public health research. Topics include: simple and multiple linear regression; logistic regression; residual analysis; variable selection. Focus on practical applications, utilizing statistical software.

*Cross-listed STAT 75000*

*prereq: PH 7500 or 75100 and PH 75200 or 75300*

*Credits 3*

BIOS 75100 - Applied Biostatistics II

A follow up course to BIOS 75000, covering intermediate and advanced statistical methods commonly used in public health research. Topics include: log linear and generalized linear models; random and mixed effects models; survival analysis. Focus on practical applications utilizing statistical software.

*Cross-listed STAT 75100*

*prereq: BIOS 75000*

*Hours 3 hrs*

*Credits 3 cr.*

BIOS 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression and log-linear models.

*Cross-listed STAT 75200*

*prereq: BIOS 75000*

BIOS 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal & random effects models, time-dependent covariates, missing values.
Cross-listed STAT 75300
prereq: BIOS 75000

BIOS 75400 - Design and Analysis of Complex Surveys

This course provides an introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

Cross-listed STAT 75400
prereq: BIOS 75000

BIOS 75500 - Survival Analysis

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data, using case studies.

Cross-listed STAT 75500
prereq: BIOS 75000

BIOS 75600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics include: data summaries; transformations; the jackknife and resampling schemes; robust estimation; and robust regression methods.

Cross-listed STAT 71600
prereq: BIOS 75000

BIOS 75800 - Analysis of Variance

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics including: one, two and many way layouts; decomposition and partitioning of variance; fixed, random, and mixed effects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

Cross-listed STAT 71800
prereq: BIOS 75000

BIOS 77000 - Topics in Biostatistics

Courses on current topics in biostatistics.

Offered periodically

BIOS 77001 - Applied Biostatistics III

An advanced biostatistics course that focuses on mixed models, GEE for analysis of correlated data, management of missing data and imputation, propensity scoring, and causal inference.

prereq: BIOS 75100 and EPI 75100
Credits 3
COMHE 75000 - Community Health Assessment

This course prepares students to collect and analyze data on community health from a variety of sources, to identify problems and assets, and to develop objectives for community health interventions.

*prereq: PH 75500*

*Hours 45*

*Credits 3*

COMHE 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

*prereq: PH 75500, COMHE 75000*

*Credits 3*

COMHE 75200 - Community Organizing and Development for Health

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

*prereq: PH 75500, COMHE 75000, COMHE 75100*

*Credits 3*

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

*prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.*

*Credits 3 cr*

COMHE 75400 - Research and Evaluation for Community Health

Basic concepts, methods and approaches for evaluation research applied to community health education and health-related programs through a critical review of literature and a program evaluation design.

*prereq: 15 cr in program incl PH 75000 or PH 75100, PH 75500, COMHE 75000, COMHE 75100, COMHE 75200*

*Credits 3 cr*

COMHE 77000 - Topics in Community Health Education

Courses on current topics in community health education.

*offered periodically*

COMHE 77025 - Maternal and Child Health
This course explores maternal and child health issues both domestically and internationally.

Credits 3

**EOHS 70200 - Introduction to Occupational Safety and Health**

Introduction to basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards, and the regulations governing these hazards.

Credits 3

**EOHS 70500 - Environmental Chemistry**

Survey of chemical and physical concepts essential for understanding environmental and occupational health sciences, including study of the atmosphere, air and water pollution, and energy resources. Physical principles of heat and energy, and radioactivity will be discussed.

Credits 3

**EOHS 71000 - Industrial Safety and Safety Management**

Fundamental concepts and principles of industrial accident prevention and loss control; safety program organization; hazard recognition and evaluation; accident investigation; machine guarding; tire protection; personal protective equipment.

Credits 3

**EOHS 74100 - Environmental and Industrial Hygiene Laboratory**

Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.

*prereq or coreq: EOHS 70500
Hours 90 hrs lec and lab,
Credits 4 cr*

**EOHS 74300 - Air Resource Management**

Air pollution sources, types of pollutants, transport phenomena, effects on health and on vegetation and materials; air quality monitoring, criteria, standards, and control methods.

Credits 3

**EOHS 74500 - Hazardous Waste Management**

A review of the sources, transportation and control of hazardous chemical wastes. Regulatory requirements, disposal methods and health effects will also be presented.

Credits 3

**EOHS 74600 - Water Resources**
Water and waste water technology related to public health. Sources of water supply, distribution, treatment, chemical, biological and physical water pollutants and their health consequences. Review of federal legislation. Field trip to waste water treatment plant.

**EOHS 74700 - Hazard Evaluation and Instrumentation**

An introduction to instrumental methods used to assess environmental and occupational health hazards. Principles and operation of commonly used direct reading instruments and demonstration of their application.

*prereq: PH 75000 or 75100, EOHS 70200, EOHS 70500
Credits 3*

**EOHS 75400 - Environment and Occupational Toxicology**

Introduction to principles of toxicology with emphasis on environment and occupational aspects. Systematic review of the toxicology of major organ systems; health effects of categories of toxins, such as solvents and metals; and review of toxicological testing and evaluation.

*prereq: PH 75400 and EOHS 70500
Credits 3*

**EOHS 75500 - Industrial Ventilation and Indoor Air Quality**

Advanced course. This course covers the fundamentals of design, operation and evaluation of air moving systems for local and dilution exhaust ventilation systems. Engineering controls are the preferred method for the control of airborne hazards in the workplace.

*prereq: EOHS 70200 and PH 75400 or permission of the instructor
coreq: EOHS 70200 and PH 75400 with permission of the instructor
Hours 3 hrs
Credits 3 cr.

**EOHS 75700 - Principles of Industrial Hygiene**

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

*prereq: EOHS 70200 and 70500
Credits 3*

**EOHS 75900 - Industrial Processes and Plant Visits**

A review of major industrial processes and health hazards associated with each. Includes site visits to metropolitan NY industrial facilities during working hours.

*prereq: EOHS 75700
Credits 3*

**EOHS 76200 - Noise and Radiation Hazards and Controls**
Introduction to basic concepts of sound, noise measurement, and noise control in community and occupational environments. Health and safety problems involved with the use of ionizing and non-ionizing radiation, with an emphasis on identification and control.

**EOHS 76500 - Environmental Audits and Remediation**

Introduction to environmental investigation and remediation technologies commonly used in professional practice. Presents proper practices for assessing and remediating asbestos, lead-based paint, indoor air quality, and underground storage tanks situations and Phase I site audits.

**EOHS 77000 - Topics in Environmental and Occupational Health Sciences**

Courses on current topics in environmental and occupational health sciences.

Offered periodically.

**EOHS 77025 - Topics: Biohazards and Emergency Response**

This cross-listed undergraduate/masters class covers the biology of microorganisms and toxins most frequently considered in perpetrated attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, emergency communication, and prevention. In addition to classroom activities, students participate in group projects to simulate bioterrorism events and responses; government regulation, chain of evidence, and related topics are covered.

Cross-listed MLS 40066

Hours 3

Credits 3

**EOHS 77500 - Indoor Air Quality**

A review of sources indoor air pollution and its evaluation and control. Topics include assessment techniques, air sampling, HVAC assessment and remediation approaches.

Credits 3

**EPI 75000 - Epidemiologic Methods I: Study Research Design**

This course will provide an in depth understanding of the design and conduct of epidemiological studies, including causal inferences, measurement, major study designs, threats to validity, and urban public health applications. Examples will be based on the health of New York City residents. Prereq:

Cross-listed GC PH 82000

prereq: PH 75100, PH 75300

Credits 3
EPI 75100 - Epidemiologic Methods II: Survey and Research Methods

This course will provide students with an understanding of the methods used to test research hypotheses; tools for selecting statistical tests appropriate for the particular study design and research hypotheses; and an ability to recognize the importance and impact of threat to validity such as confounding and bias. This course will also cover survey methods used in epidemiologic research.

Cross-listed GC PH 82100
prereq: EPI 75000
Credits 3

EPI 75200 - Applied Research: Data management and analysis

This course provides students with the opportunity to apply epidemiological and statistical concepts using several datasets to answer a given research question and test the hypotheses associated with it

prereq: BIOS 75100, EPI 75100 or instructor's permission
Credits 3

EPI 75300 - Clinical Trials and Experimental Design

This course provides students with the basic foundation of experimental design, with a focus on clinical trials (single and multi-center), intervention trials, and quasi experimental design, particularly in the field of public health. The strengths and limitations of these approaches in comparison with related observational epidemiologic studies will also be covered. Specific topics to be discussed include design options (sampling, treatment allocation, cluster randomization), sample size and power considerations, adverse event monitoring, and statistical analysis of trial data.

prereq: PH 75000/75100 and PH 75200/75300
Credits 3

EPI 75400 - Social Epidemiology

This course will introduce public health and other interested graduate students to the sub-discipline of social epidemiology, including theory and methods. Specifically, students will gain an understanding of how an individual's interactions with factors associated with the social fabric of the society affect and shape health outcomes. This class will also examine the etiology and prevention of disease within both ecological (multi-level) and multidisciplinary frameworks.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75500 - Epidemiology of Chronic Diseases

This course provides students with epidemiological background information for the most common chronic disease conditions. In addition, the course provides students with hands on experience to characterize the frequency and impact of chronic diseases and their risk factors in New York City (NYC) using public data available through the Department of Health and Mental Hygiene.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75600 - Epidemiology of Infectious Diseases
This course will examine the role of epidemiology in understanding transmission, surveillance and control of infectious diseases. Special focus will be on emerging infectious diseases in urban settings.

 prereq: PH 75000 or 75100, PH 75200 or 75300
 Offered periodically.

**EPI 75700 - Reproductive and Perinatal Epidemiology**

This course covers current research, controversial issues, and methodological problems in the epidemiology of male and female reproduction and perinatal health. Topics include: epidemiology of fertility and infertility, contraception and hormone usage, reproductive cancers and other diseases, pregnancy complications, maternal mortality, adverse pregnancy outcomes and birth defects.

 prereq: PH 75000 or 75100, PH 75200 or 75300

**EPI 75800 - Nutritional Epidemiology**

This course teaches concepts and principles used in nutritional epidemiology. It provides skills required to critically evaluate dietary assessment methodology and reviews current topics in nutritional epidemiology. In addition, the role of nutrition in health and how this applies to public health is discussed.

 Cross-listed GC PH 81200
 prereq: PH 75000 or 75100, PH 75200 or 75300

**EPI 75900 - Environmental and Occupational Epidemiology**

Using a case study approach, this course will explore epidemiologic methods for studying environmentally and occupationally related diseases. Key methodologic issues, such as exposure and outcome assessment, cumulative and multiple exposures, exposure pathways, research ethics, and policy implications of epidemiological findings will also be discussed. The focus will be on the environmental and occupational health of urban populations.

 prereq: PH 75000 or PH 75100, PH 75200 or 75300, PH 75400

**EPI 76000 - Modeling and Making the Most of your Data with R**

This course will provide students with a toolkit for making the most of their data using R when appropriate. This course will consolidate many of the skills previously taught in data analysis and modeling. It will focus on the practical application of these skills throughout the lifecycle of a research project, and provide illustrations and applications of relevant techniques in R. It will provide grounding in the use of R.

 prereq: EPI75100 (Epidemiological Methods II) and BIOS75100 (Applied Biostatistics II)
 Open to MPH and EOHS-MS or departmental permission.
 Hours 3 hrs
 Credits 3 cr.

**EPI 76100 - Psychiatric and Mental Health Epidemiology**

An introduction to the epidemiology of mental health and mental illness. This course takes an explicit epidemiologic perspective, focusing on the study of the burden and determinants of mental illness. It reviews the extant literature on the epidemiology of specific disorders and evaluates studies that investigate risk factors for mental illness. We will consider methodologic challenges involved in the study of mental health and illness such as limitations to diagnostic
techniques and screening instruments and issues surrounding co-morbidity. The course will also address the social consequences of mental illness, and consider how we may apply epidemiologic methods to promoting psychological wellbeing in the general population.

prereq: EPI 75000 (Epidemiological Methods I) or equivalent
Open to MPH and EOHS-MS or departmental permission.
recommended prereq or coreq: experience with statistical software (e.g., SPSS, SAS or STATA) preferred but not required
Hours 3 hrs
Credits 3 cr.

EPI 76200 - Life Course Epidemiology

Provides a theoretical framework as to how life-course exposures affect vulnerability to disease, knowledge about life course influences on selected diseases and the implications for prevention and control. This course will also consider how intra- and inter-generational influences may be relevant to disparities in health. Readings will address empirical patterns, prevailing theories and controversies regarding life course influences, as well as addressing interventions or policies that may be applied to improve population health.

prereq: EPI 75000 (Epidemiological Methods I)
Open to MPH and EOHS-MS or departmental permission.
Hours 3 hrs
Credits 3 cr.

EPI 76300 - Public Health Surveillance

Public health surveillance is the fundamental mechanism that public health agencies use to monitor the health of the communities they serve. It is a core function of public health practice, and its purpose is to provide a factual basis from which agencies can appropriately set priorities, plan programs, and take actions to identify and reduce disparities, promote, and protect the public's health. This course will cover the principles of public health surveillance, including historical context, vital registration, disease reporting regulations and notifiable diseases, surveillance registries, surveillance for behaviors and risk factors, administrative data sources in surveillance, epidemiologic uses of surveillance data, legal and ethical issues, and dissemination of surveillance information.

prereq: PH 75300 (Principles of Epidemiology), PH 75200 (Introduction to Epidemiology), PH 75100 (Principles of Biostatistics), PH 75000 (Introduction to Biostatistics)
Open to MPH and EOHS-MS or departmental permission.
Hours 3 hrs
Credits 3 cr.

EPI 76400 - Epidemiology Methods III

This course exposes students to intermediate methods in epidemiologic research and provides students with an opportunity to consider how these strategies complement and advance the more commonly used strategies. Doctoral and master's students will apply these concepts and theoretical knowledge to quantitative analyses using different types of epidemiologic data. Emphasis will be placed on developing practical skills relevant to contemporary epidemiologic research. Students will explore individual-level exposure-disease associations using classic study designs and techniques, as well as more recent methods that shift away from identifying individual risk factors for disease causation to the description and analysis of environmental systems that give rise to both exposures and health states. Students will also examine potential mediators of these relations.
prereq: EPI 75100 (Epidemiological Methods II) and BIOS 75100 (Applied Biostatistics II)
Open to MPH and EOHS-MS or departmental permission.
Hours 3 hrs
Credits 3 cr.

EPI 77000 - Topics in Epidemiology

Courses on current topics in epidemiology.

Offered periodically.

EPI 77005 - Epidemiological Methods IV

This seminar is intended to help students integrate the concepts and methods of epidemiologic research with specific inquiry directed at understanding and improving the health of urban populations. This seminar requires students to develop proposals for epidemiologic research, identify strategies for data analysis that incorporate the lessons learned in Epidemiology Methods courses I, II, and III, and to examine the application of those strategies to existing research. This course helps to "bring together" the epidemiology theory and methods that have been discussed throughout the rest of curriculum with the particular exigencies of urban public health.

prereq: EPI 75000/77000 or PUBH 82200 (CUNY Graduate Center)
Credits variable credits

EPI 77200 - Topics Emerging in Epidemiology

This short course brings leading experts into classrooms to teach emerging methods in epidemiology, study controversial topics, or provide a rapid immersion into a specialized topic. Each course combines didactic teaching with applied hands-on training.

prereq: PH75000 (Introduction to Biostatistics)/PH75100 (Principles of Biostatistics) and PH75200 (Introduction to Epidemiology)/PH75300 (Principles of Epidemiology)
Open to MPH and EOHS-MS or departmental permission.
Hours 22.5 total; hours vary
Credits 1.5

HPM 75000 - Public Health Management

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs.

prereq: PH 75500, PH 75600

HPM 75100 - Public Health and Health Care Law

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.
pre or coreq: PH 75500, PH 75600 or with instructor's permission for those with at least one year of health care experience

**HPM 75200 - Comparative Analyses of Urban Health Care Systems**

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

*prereq: PH 75500, PH 75600
Students can take this course or HPM 75400*

**HPM 75300 - Public Health Policy Analysis**

Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

*prereq: PH 75500, PH 75600*

**HPM 75400 - Public Health Advocacy**

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

*prereq: PH 75500, PH 75600
Students can take this course or HPM 75200*

**HPM 75500 - Health Economics**

This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.

*prereq: Recommended pre-req: PH 75500, PH 75600*

**HPM 77000 - Topics in Public Health Policy and Management**

Courses on current topics in public health policy and management.

*Offered periodically*

**NUTR 70000 - Seminar in Dietetics Practice**

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

*Open to dietetic internship (DI) students only.*

**NUTR 70100 - Pre-Professional Practice in Dietetics: Clinical**
Supervised externship in clinical dietetics and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70200 - Pre-Professional Practice in Dietetics: Food Service**

Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70300 - Pre-Professional Practice in Dietetics: Community**

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

*Credits 3*

*Open to DI students only.*

**NUTR 70500 - Nutrition and Biochemistry**

The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetic of biochemical reactions.

**NUTR 71000 - Principles of Public Health Nutrition**

Fundamentals of nutrition in public health as they apply to health promotion and disease prevention for individuals and society, with emphasis on urban populations.

**NUTR 71500 - Food Service and Management**

An overview of good service operations and theories, functions and tasks of management

**NUTR 72000 - Community Nutrition Education**

Nutrition programs and materials for health promotion in the community.

**NUTR 72500 - Nutrition Research**

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

**NUTR 73000 - Nutritional Assessment of Urban Communities and Populations at Risk**

The collection and analysis of data for the purposes of identification of, and designing interventions for, individuals and urban populations at nutritional risk.

**NUTR 73100 - Human Nutrition and Metabolism**
Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

*prereq: NUTR 70500*

**NUTR 73200 - Advanced Nutrition II**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

*prereq: NUTR 73100*

**NUTR 73300 - Nutrition and Human Development**

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

**NUTR 73400 - Clinical Nutrition I**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73100*

**NUTR 73500 - Clinical Nutrition II**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73400*

**NUTR 74600 - Nutrition and Disease**

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

*coreq: NUTR 74700*

**NUTR 74700 - Advanced Nutrition and Assessment Laboratory**

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

*coreq: NUTR 74600*

**NUTR 74800 - Nutrition Assessment & Counseling**

Nutrition assessment in humans, including anthropometric, biochemical, clinical, and dietary assessment; the application of principles of communication and counseling skills.

*prereq: NUTR MS matriculant*
**NUTR 75600 - Food Science and the Environment**

Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

*coreq: NUTR 75700*

**NUTR 75700 - Food Science and the Environment Laboratory**

Laboratory experience with the chemical and physical properties of food components.

*coreq: NUTR 75600
Credits 1*

**NUTR 76000 - Practicum**

Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

*prereq: completion of 27 credits in NUTR*

**NUTR 77000 - Topics in Nutrition**

Courses on current topics in nutrition.

*prereq: No prerequisite courses required.
Open to NUTR MS or with departmental permission
Hours 1-6
Credits Variable 1-6 credits, with a maximum of 6 credits.
Offered periodically. Variable credits.*

**NUTR 77100 - Topics in Nutrition II**

Varied by topic. See department for description per course offering.

*prereq or coreq: All NUTR-MS Plan matriculants &amp; IPND, DI certificate, BSMS matriculants or department permission
Hours Variable 1-3
Credits Variable 1-3
repeatable course multiple times*

**NUTR 77200 - Topics in Nutrition II**

Varied by topic. See department for description per course offering.

*prereq or coreq: All NUTR-MS Plan matriculants &amp; IPND, DI certificate, BSMS matriculants or department permission*
**NUTR 77300 - Topics in Nutrition II**

Varied by topic. See department for description per course offering.

*prereq or coreq: All NUTR-MS Plan matriculants & IPND, DI certificate, BSMS matriculants or department permission*

**NUTR 78000 - Capstone**

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the Nutrition MS program. Students will complete either a project, research/review paper, or a manuscript.

*prereq: Completion of at least 18 credits of graduate coursework toward the MS Nutrition degree*

**PH 75000 - Fundamentals of Biostatistics**

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

*prereq: No prerequisites required. Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.*

**PH 75200 - Fundamentals of Epidemiology**

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

*prereq: No prerequisites required. Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.*

**PH 75300 - Principles of Epidemiology**

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.
PH 75400 - Fundamentals of Environmental Health

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.
Hours 3
Credits 3

PH 75600 - Fundamentals of Health Policy and Management

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy analysis of public health agencies and private sector managed care.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.
Hours 3
Credits 3

Programs and Courses in Physics and Astronomy

Physics and Astronomy

OVERVIEW

The Department of Physics and Astronomy has graduate and post-graduate research programs in theoretical and experimental physics. Students may obtain the MA in Physics or MA in Adolescent Education from Hunter College, and/or the joint PhD degree in Physics from Hunter College and the City University Graduate Center. The Department offers all levels of graduate courses jointly with the Graduate Center. Faculty of the department are pursuing projects in the forefront of modern research. The focuses include experimental research in astronomy, optics and spectroscopy, biophysics and biomedical optics, nuclear magnetic resonance and renewal energy materials, and theoretical research in nanophysics, quantum information and quantum optics, chemical physics, and time-frequency analysis. The research programs are well funded by nine different government agencies. Many of our faculty members are leaders of their fields, won prestigious awards, and earned international recognition.

What can I do with my degree in Physics?

The doctoral program is designed to train highly qualified research scientists who are fully equipped to teach and to direct research in a wide variety of university and industry programs in physical sciences.
Programs and Courses

Programs and Courses in Physics and Astronomy

**Program for Teachers of Adolescent Education (Grades 7-12) – Physics MA**

Adolescent Physics - MA / Advanced Certificate

**Doctor of Philosophy**

Doctor of Philosophy in Physics

**Administration and Faculty**

**Chair:**

Ying-Chih Chen  
1238 North  
(212) 772-4526  
y.c.chen@hunter.cuny.edu

**Department Office:**

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM  
1225 North  
(212) 772-5248  
http://www.hunter.cuny.edu/physics

**Faculty**

Many members of the department participate in a PhD program based at the CUNY Graduate Center.

See Doctoral Program in Physics

Physics and Astronomy Faculty

**Doctor of Philosophy in Physics**

Return to Physics and Astronomy
Doctor of Philosophy

Hunter College offers Doctor of Philosophy in Physics jointly with the Graduate Center. Students may be accepted into this Program with the approval of the Admissions Committee of the Doctoral Program in Physics at the Graduate Center.

Students enrolled in the Hunter College MA program who achieve satisfactory records and pass CUNY’s first PhD examination may be admitted to the PhD program subject to the approval of the Admissions Committee of the Graduate Center. Courses taken in the Hunter MA program may be counted as part of the course work required for the PhD. Thesis research toward the doctorate may also be carried out at Hunter College.

Courses of Study

The student's course of study must have the approval of an adviser. Of the 60 credits of graduate work required for the degree, no more than 9 credits may be in first-level courses; with special permission, up to 18 credits may be taken in subjects other than physics. After students pass the First Examination, they are encouraged to choose a thesis field and adviser; these decisions should normally be made within the first year of study. Doctoral students are expected to attend the regularly held colloquia.

First Examination

The student must pass the First Examination, which includes quantum mechanics, analytic dynamics, electromagnetic theory, and general physics, which covers topics selected from the fields of atomic and nuclear physics, solid state, thermodynamics and statistical mechanics and optics. For students specializing in fluid-geophysics, an examination in that area may be substituted for the quantum mechanics part of the First Examination.

Second Examination

The Second Examination tests the student's knowledge of the general areas of physics bearing on his or her field of research as well as the student's readiness to undertake a specific piece of research. Detailed information concerning the examination is available from the Executive Officer.

Dissertation

The student is required to prepare the dissertation under the guidance of a thesis adviser. Upon completion, the dissertation will be submitted to the guidance committee appointed for the student. The degree is recommended upon approval of the dissertation by the committee and upon successful completion of an oral defense of the dissertation before the committee. The dissertation must be of such a caliber as to be acceptable for publication in a standard journal when suitably condensed.

College Teaching

Each student is required to participate in some teaching of undergraduate physics courses. Specific requirements are determined for each student in consultation with the Executive Officer and the Department Chairman. In special cases research may be substituted for this requirement.

FINANCIAL AID
Every student admitted for doctoral study in Physics will have financial support for five full years of study, as long as they remain in good academic standing and progress on schedule in their doctoral research. The five-year CUNY Science Scholarship includes a full tuition waiver, annual health insurance coverage and $24,000/year financial support.

**Physics - MA**

The MA in physics is offered as a terminal degree, either separately or as part of the BA/MA program. The MA in physics may also, with the approval of the CUNY Graduate Center, form part of the degree work required for the CUNY PhD degree. Thesis research toward the CUNY PhD may also be carried out at Hunter College.

**Admission Requirements**

Applicants must meet Hunter’s general admission requirements; however, the physics department no longer requires the Graduate Record Examination. In addition, the following departmental requirements must be met:

1. A minimum of 36 credits total in undergraduate physics and mathematics courses. These should include intermediate mechanics, electricity, modern physics, and differential equations. A B average is required for these courses.

2. Approval by the department’s Graduate Physics Committee. If deficiencies are noted in certain undergraduate courses, the applicant may be required to take these courses without graduate credit.

**Degree Requirements**

1. **Program of courses**

   A program of courses designed in consultation with the graduate adviser and approved by the department's Graduate Physics Committee.

2. **Completion of 30 credits of graduate work including:**

   a. Not more than 6 credits earned at a graduate institution other than CUNY.

   b. At least 15 credits earned at Hunter College.

   c. The following courses or their equivalents:

   **PHYS U70100 - Mathematical Physics**

   Study of the basic mathematical techniques used in physics.

   *Hours 60 hrs,
   Credits 4 cr

   *The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

   **PHYS U71100 - Analytical Dynamics**
Study of advanced classical mechanics.

prereq or coreq: PHYS U70100
Hours 60 hrs,
Credits 4 cr
The prefix “U” indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U71500 - Electromagnetic Theory

Advanced concepts of static and time-dependent electromagnetic fields.

prereq or coreq: PHYS U70100
Hours 60 hrs,
Credits 4 cr
The prefix “U” indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U72500 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U70100
Hours 60 hrs,
Credits 4 cr
The prefix “U” indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

d. No more than 6 credits in 600-level courses.

Note(s)

The courses listed in sections 2(c) and 2(d) are generally offered during the daytime hours.


A maximum of 9 credits may be accepted in physics department approved graduate courses in mathematics, astronomy, engineering, and physical chemistry.

4. Comprehensive examination

The candidate will be required to pass a comprehensive examination based on the required courses listed in section 2(c) above or complete a thesis, under a faculty member’s supervision, that is approved by the department’s Graduate Physics Committee. The first PhD exam may be substituted for the comprehensive examination.

5. Residence of two semesters

A minimum residence of two semesters at Hunter College. Courses taken as a nonmatriculant may be counted toward the degree upon matriculation with the approval of the department’s Graduate Physics Committee.
6. There are no foreign language requirements.

Financial Aid

Financial aid is not generally available from the department for MA students.

Physics - BA/MA

This special program for a limited number of well-qualified undergraduate students leads to a bachelor of arts and a master of arts degree. Students are offered the opportunity quickly to reach a level where they can stand in competition for admission into any doctoral program in physics. The program requires 124-126 credits (including the 30 credits required for a physics major BA degree and 30 credits from the graduate curriculum). Because this program requires a large number of physics courses, many of which have other physics courses as prerequisites, students in this program should begin taking physics courses in their first or second undergraduate semester. Students should consult the department chair, undergraduate adviser, or graduate adviser for details as early as possible.

- Physics Option 1
- Physics - MA

PHYS 60500 - Mathematical Physics

Introduction to basic mathematical techniques used in physics.

_Hours 45_  
_Credits 3_

PHYS 61500 - Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

_Hours 45_  
_Credits 3_

PHYS 62100 - Electronics

Fundamental ideas of electronic circuits with special emphasis on solid state devices.

_Hours 45_  
_Credits 3_

PHYS 62500 - Introduction to Quantum Mechanics

Fundamental ideas in the study of atomic sized systems.

_Hours 45_  
_Credits 3_

PHYS 63000 - Science and Society
Study of the interactions between technological and societal changes, with an emphasis on directing productive critiques and debates over potentially controversial technological change within the classroom. Focusing on present-day issues, students will learn various models of analyzing the impact of scientific change on society and how social change directs science.

**prereq:** one graduate-level physics course or permission of instructor

**Hours 45**  
**Credits 3**

**PHYS 64500 - Solid State Physics**

Introduction to basic theory and techniques in study of matter on solid state.

**Hours 45**  
**Credits 3**

**PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning**

Overview of research and theory related to misconceptions in physics. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the comprehensive examination for the science portion of the MA degree.

**prereq:** PHYS 63000 and two elective courses in physics or permission of instructor

**Hours 60**  
**Credits 4**

**PHYS 68500 - Numerical Methods I**

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations, curve fitting and function approximation, interpolation, differentiation and integration, differential equations.

*Cross-listed* (Cross-listed with MATH 68500.)

**prereq:** MATH 15500

**Hours 45**  
**Credits 3**

**PHYS 69500 - Numerical Methods II**

Topics in numerical methods selected from solutions of linear equations, interpolating functions, root finding methods, nonlinear equations, Fourier series and the fast Fourier transform, partial differential equations. A major term project

*Cross-listed* (Cross-listed with MATH 69500.)

**prereq:** PHYS 68500

**Hours 45**  
**Credits 3**

**PHYS U70100 - Mathematical Physics**
Study of the basic mathematical techniques used in physics.

*Phys U70200 - Mathematical Physics*

Study of the basic mathematical techniques used in physics.

*Phys U71100 - Analytical Dynamics*

Study of advanced classical mechanics.

*Phys U71500 - Electromagnetic Theory*

Advanced concepts of static and time-dependent electromagnetic fields.

*Phys U71600 - Electromagnetic Theory*

Advanced concepts of static and time-dependent electromagnetic fields.

*Phys U72500 - Quantum Mechanics*

Basic study of quantum theory of matter including introduction to relativistic theory.
PHYS U72600 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U701

PHYS U74100 - Kinetic Theory and Statistical Mechanics

Study of physical properties of systems consisting of very large numbers of particles.

PHYS U77100 - Research or Independent Study

Research or independent study done under supervision of faculty member.

PHYS U77200 - Research or Independent Study

Research or independent study done under supervision of faculty member.

PHYS U77300 - Research or Independent Study

Research or independent study done under supervision of faculty member.
PHYS U73800 - Introduction to Non-equilibrium Statistical Mechanics

Course offered if demand is sufficient

The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U74500 - Solid State Physics

Course offered if demand is sufficient

The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U74600 - Solid State Physics

Course offered if demand is sufficient

The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS U75700 - Astrophysics

Course offered if demand is sufficient

The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

PHYS 61100 - Analytical Mechanics

Course offered if demand is sufficient

PHYS 62400 - Plasma Physics

Course offered if demand is sufficient

PHYS 67100 - Modern Physics Laboratory

Course offered if demand is sufficient

Programs and Courses in Psychology

Psychology

Overview
The Psychology Department offers two MA degrees in Psychology: one in General Psychology and one in Animal Behavior and Conservation (ABC) as well as a Post-Baccalaureate Certificate program in ABC. These programs reflect the diversity of psychology as a science and profession. Course offerings range from clinical, social, and developmental psychology to animal behavior, biopsychology, and behavioral neuroscience. The General Psychology Program focuses on exposing students to the broad spectrum of approaches and areas in psychology: from behavioral, developmental, cognitive, and social approaches to applied, evaluative, and biological approaches. The Animal Behavior and Conservation Program is designed to provide students with the skills needed for successful careers in animal behavior, conservation and welfare. The department's faculty members are actively involved in research both with human participants and a variety of animal species. A broad range of applied and research opportunities are available to our students within and beyond the department in the areas of developmental psychology, social psychology, animal behavior, physiological psychology, biopsychology and cognitive psychology. The program's departmental affiliations with community organizations and wildlife facilities make it possible for students to integrate their academic studies with supervised research experience by means of observational field placements and opportunities for research. The MA programs prepare our graduates for careers in psychology, education, social and welfare services, health services, conservation and animal welfare including work with animals in natural and custodial environments. For many of our students, the MA programs are a first step towards further study at the PhD level.

**What can I do with my degree in Psychology?**

The growing scientific and public sentiment, awareness, and interest in conservation and animal welfare science and the importance of enrichment for zoo, laboratory, and farm animals, recently reflected in new legislation and in zoo policy, has created a growing need for highly trained scientists and professionals. The Master's and Certificate programs in Animal Behavior and Conservation prepare students interested in animal behavior and conservation to develop and enhance their research skills and understanding of the behavior of animals and to acquire credentials for employment in fields related to this field.

The General MA program provides an in-depth background in psychology combined with special training in specific sub-disciplines within psychology to prepare students for careers and specialized training in human resources, medicine, law, nursing, speech pathology, social work, special education, counseling and music, art and dance therapy.

**Psychology Programs and Courses**

Programs and Courses in Psychology

**Administration and Faculty**

**Chair:**

Christopher Braun  
611 North  
(212) 772-5550  
psychadv@hunter.cuny.edu

**Department Office:**

Room: 611 North  
Phone: (212) 772-5550  
Website: http://www.hunter.cuny.edu/psychology/  
Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

**MA Program in General Psychology:**
Faculty

Psychology Faculty

Animal Behavior & Conservation-MA

Program

The growing scientific and public sentiment, awareness, and interest in conservation and animal welfare science and the importance of enrichment for zoo, laboratory, and farm animals, recently reflected in new legislation and in zoo policy has created a growing need for highly trained scientists and professionals. This 36-credit Master's Program within the Psychology Department prepares students interested in animal behavior and conservation (ABC) to develop and enhance their research skills and understanding of the behavior of animals and to acquire credentials for employment in fields related to ABC.

Admission Requirements

Students must hold a bachelor's degree comparable to that from Hunter College. Twelve undergraduate credits in psychology, including courses in statistics and experimental psychology, are generally required; however, students lacking this but with high undergraduate GPA and general GRE scores may be admitted without a strong background in psychology. Applicants are ranked according to their undergraduate grade point average, GRE exam scores, letters of recommendation, and personal statement, as well as prior course work and experience relevant to animal behavior and conservation. General GRE scores are optional for those students who hold the Advanced Certificate in Animal Behavior and Conservation from Hunter College.

Note: There is no foreign-language requirement for the MA in psychology

Curriculum
The MA consists of 36 credits in graduate-level course, and all courses listed carry three credits. Most courses are offered after 5:30 p.m. so that students can work while in the program. The sequence of course offerings enables students taking 3 courses (9 credits) per semester to graduate in 2 years.

Required Courses 18 credits

**PSYCH 69000 - Independent Research in Psychology**

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review. May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69100, PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.

*Hours 3 hrs.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. Faculty sponsor's permission.

**PSYCH 73900 - Research Methods in Animal Behavior (A, B)**

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

*Hours 2 hrs lecture, 2 hrs lab,*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

*or*

**PSYCH 70100 - Advanced Experimental Psychology I**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

*prereq: a graduate course in statistics*

*Hours 2 hrs lecture, 2 hrs lab,*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

*or*

**PSYCH 74700 - Experimental Social Psychology**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi
factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics
Hours 2 hrs lecture, 2 hrs lab.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent
Hours 2 hrs lecture, 2 hrs conf or lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor
Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 3 hrs including conference.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

Elective Courses (minimum of 9 credits from the following)

**PSYCH 64100 - Comparative Psychology (B)**

Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

*Hours* 3 hrs including conference,  
*Credits* 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

**PSYCH 69000 - Independent Research in Psychology**

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review. May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69100 PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.

*Hours* 3 hrs.  
*Credits* 3 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

**PSYCH 69100 - Independent Research in Psychology**

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000, such as a literature review, a pilot study, or acquisition of a new research technique or skill.

*Hours* 1 hr.  
*Credits* 1 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

**PSYCH 69200 - Independent Research in Psychology**

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000 but more extensive than that required for PSYCH 69100. This may involve a literature review, a pilot study, or acquisition of a new research technique or skill.

*Hours* 2 hrs.  
*Credits* 2 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the
Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor’s permission.

**PSYCH 71600 - Animal Behavior I: Mechanisms of Behavior (B)**

History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and biorhythms); animal orientation and communication; cognitive ethology and culture.

*Hours 3 hrs including conference.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. 

**PSYCH 71751 - Field Study in Animal Behavior and Conservation (B)**

Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

*Hours 3 hrs including conference.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 71800 - Ethology (Animal Behavior II – Behavioral Ecology) (B)**

Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology.

*Hours 3 hrs including conference.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 73000 - Psychology of Learning (B)**

Contemporary phenomena and theories about learning and behavior, including both animal and human examples of learning phenomena with a focus on basic processes.

**PSYCH 75400 - Applied Animal Welfare & Behavior (B)**

Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g. enrichment and training) and animal welfare assessment tools will be described and evaluated.
PSYCH 75700 - Animal Thinking and Communication (S, B)

This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

**prereq:** PSYCH 71700 or permission of instructor or of Animal Behavior and Conservation Coordinator

**Hours** 3 hrs.

**Credits** 3 cr.

PSYCH 75800 - Conservation Biology/Psychology

An understanding of biodiversity, human impacts on biodiversity, the theory and practice of maintaining biodiversity in a developing world, and the social psychology of motivating action to protect nature. Special emphasis will be placed on how human and animal behavior threatens biodiversity. This course serves a basis for more specialized courses and provides the framework within which behavioral studies are implemented to inform conservation action with special consideration of factors that influence desire and willingness to take such actions.

**prereq:** Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

**Hours** 3 hrs. including conferences

**Credits** 3 cr.

PSYCH 75000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area – varies from semester to semester.

**Hours** 3 hrs including conference.

**Credits** 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

*NOTE: Special Topics courses and Independent Research projects related to ABC will depend upon student and faculty interests. Recent topics included Companion Animals in Society and Conservation Biology/Psychology. ABC students may also meet the elective course requirements by taking courses in any department such as Anthropology and Geography with permission of the Director of the ABC program.

Breadth Requirement

ABC students satisfy a breadth requirement by taking a 3-credit course in the applied psychology area and a 3-credit course in the social/cognitive/developmental area of psychology.

Thesis Requirement

The MA thesis is a report of individual research supervised by a faculty member in the Hunter College Department of Psychology. The thesis must be approved by the student’s thesis committee, consisting of the supervisor plus at least another reader, and by the ABC Director. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Psychology - MA
The MA degree is in general psychology, but students may focus their coursework, independent study, and thesis research in one of three content areas: (1) applied and evaluative psychology; (2) social, cognitive, and developmental psychology; (3) biopsychology and comparative psychology. Students interested in animal behavior and conservation may choose the MA in Animal Behavior & Conservation offered by the Psychology Department.

1. Applied and evaluative psychology. Faculty research interests include topics in personality, psychopathology, theories of therapeutic methods, group dynamics, health and gender, stress and stress management, substance use, tests and measurements. Although the department offers theoretical courses on clinical topics, it does not offer supervision in counseling or therapy.

2. Social, cognitive, and developmental psychology. Faculty research interests include multicultural issues, cognitive and linguistic development, discursive social psychology, gender and cognition, attitudes, political psychology, psycholinguistics, decisionmaking, memory function in different populations.

3. Biopsychology and comparative psychology. Faculty research interests include hormonal influences on and neural control of behavior, mechanisms of drug abuse, developmental neuroscience, vision, animal learning and comparative cognition, evolution of behavior, animal orientation and communication, cerebral specialization of function.

Research Opportunities and Facilities

Students are encouraged to engage in research under faculty supervision. Laboratories at Hunter College provide specialized equipment for studies on human and animal physiology, acoustic analysis, human and animal learning, language and cognitive development, social development, and social psychology. Research is also possible at facilities of other universities and organizations where individual faculty members engage in collaborative research.

Requirements for Admission

Applicants are evaluated on the basis of their undergraduate grade point average, general GRE scores, background in psychology, two letters of recommendation (preferably from college instructors), and a statement of intellectual and research interests. Generally a minimum of 12 undergraduate credits in psychology, including one course in statistics and one laboratory course in experimental psychology are required; however, students who have a high undergraduate grade point average and high general GRE scores but lack a full psychology background may apply for admission. Such students may be required to take preparatory statistics and experimental courses. Note: There is no foreign-language requirement for the MA in psychology. The GRE advanced test in psychology is not required for admission.

Requirements for the MA Degree

Each candidate is required to complete an approved program of study including a thesis. A minimum of 30 credits is required for the general Psychology MA.

Required courses for all MA students (12 credits):

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

Hours 3 hrs including conference
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 70500 - Statistical Methods in Psychology I**

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

Prereq: PSYCH 24800 or equivalent
Hours 2 hrs lecture, 2 hrs conf or lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 70100 - Advanced Experimental Psychology I**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

Prereq: a graduate course in statistics
Hours 2 hrs lecture, 2 hrs lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 73900 - Research Methods in Animal Behavior (A, B)**

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 2 hrs lecture, 2 hrs lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 74700 - Experimental Social Psychology**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

Prereq: a graduate course in statistics
Hours 2 hrs lecture, 2 hrs lab.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.
PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor
Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Breadth Requirement

One course selected from each of the following three categories. See the course listing for category or categories into which each course falls.

1. A (applied and evaluative psychology)
2. S (social, cognitive, and developmental psychology)
3. B (biopsychology and comparative psychology)

Thesis Requirement

The MA thesis is a report of individual research supervised by a faculty member in the Hunter College Department of Psychology. The thesis must be approved by the student’s thesis committee, consisting of the supervisor plus at least another reader, and by the graduate adviser. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Financial Assistance

The college offers some financial aid programs through the Financial Aid Office. Students should consult that office for information. In addition, some faculty have research grants on which students can work as research assistants. Small grants and awards for funding MA research are sometimes available.

Psychology of Animal Behavior & Conservation Certificate

The Department of Psychology offers a Certificate Program in the Advanced Psychology of Animal Behavior & Conservation (ABC) registered with the New York State Education Department. The ABC certificate provides formal recognition of the training in ABC for students who already possess a baccalaureate or graduate degree in another area and, by virtue of prior educational or practical experience in animal behavior and conservation, are qualified for the additional training described in this program.

Courses are scheduled so that the certificate requirements can be completed within two years. All required, and most other courses, are offered after 5:30 PM enabling students to complete the requirements for the certificate while working.

Requirements

Students are required to complete at least 15 credits in the ABC area required for the MA in Animal Behavior & Conservation. Although a thesis is not required for non-degree students, the ability to conduct research in the ABC area must be demonstrated either through prior experience or completion of a research project while in the Certificate
Program. Students who do not have an adequate background in statistics and/or research methodology will be required to take such courses in addition to those required for the Certificate.

**PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)**

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

*Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.*

**PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)**

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

*Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.*

Plus three additional ABC-related courses (9 credits)—see listing of courses for the MA in Animal Behavior & Conservation.

**PSYCH 60500 - Abnormal Psychology: Advanced Course (A)**

Covers facts and theories about the etiology of mental disorders; consideration of deviations commonly found in the population, such as mental retardation.

*prereq: Psych 22000 or 22300*

**PSYCH 63000 - Theories and Methods of Psychotherapy (A)**

Evolution of theories and methods of individual psychotherapy with a focus on central issues in the field.

*Hours 3 hrs including conference,
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.*

**PSYCH 64100 - Comparative Psychology (B)**

Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

*Hours 3 hrs including conference,
Credits 3 cr*
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

**PSYCH 64600 - Physiological Psychology (B)**

The basics of neuroscience as sampled from the behavioral aspects. Topics covered include: structure and function of cells in the nervous system; neural communication: physiology and pharmacology; structure of the nervous system and endocrine system; research methods of physiological psychology; sensory and motor systems; aggressive behavior; anatomy of learning.

*Hours 3 hrs including conference*

Credits 3 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

**PSYCH 65100 - Psychology of Small Groups (A)**

Therapeutic groups have experienced massive development and rapid spread: over ten million adults currently participate in the US. The course consists of a didactic part (including such topics as leadership, group structure and power, norm formation, and conditioning) as well as a clinical part (in which students participate both as potential leaders and clients). The aim is to familiarize students with group processes and an understanding of group dynamics.

*Hours 1 hr lecture, 2 hrs lab, incl conf.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. Instructor's permission

**PSYCH 65151 - Family and Couples System (A)**

Family and couples communication as seen through the lens of systems theory. Topics include interpersonal meanings and patterns, conflict, and barriers to intimacy. Conceptual material is complemented by real case examples and TV and film illustrations.

*Hours 3 hrs including conference*

Credits 3 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

**PSYCH 67600 - Psychology of Personality (A)**

Frameworks for the study of personality, including classical psychoanalysis, American psychiatry, behaviorism, and phenomenology. Theorists studied include Freud, Adler, Jung, Sullivan, Dollard and Miller, Rogers, and Binswanger and Boss.

*Hours 3 hrs including conference*

Credits 3 cr.

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

**PSYCH 68000 - Special Topics in Psychology**
Readings and discussion on a selected problem or topic area — varies from semester to semester.

**Hours 3 hrs including conference**
**Credits 3 cr.**
*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.*

**PSYCH 69000 - Independent Research in Psychology**

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review.

*May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69100, PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.*

**Hours 3 hrs.**
**Credits 3 cr.**
*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.*

**PSYCH 69100 - Independent Research in Psychology**

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000, such as a literature review, a pilot study, or acquisition of a new research technique or skill.

**Hours 1 hr.**
**Credits 1 cr.**
*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.*

**PSYCH 69200 - Independent Research in Psychology**

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000 but more extensive than that required for PSYCH 69100. This may involve a literature review, a pilot study, or acquisition of a new research technique or skill.

**Hours 2 hrs.**
**Credits 2 cr.**
*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.*

**PSYCH 70000 - History of Psychology**

**PSYCH 70100 - Advanced Experimental Psychology I**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from
perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics
Hours 2 hrs lecture, 2 hrs lab,
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

Hours 3 hrs including conference
Credits 3 cr
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70400 - Instrumentation in Experimental Psychology

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent
Hours 2 hrs lecture, 2 hrs conf or lab,
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70600 - Statistical Methods in Psychology II

Covers advanced topics in statistics, including multivariate analysis, multiple regression, analysis of variance for complex designs, and analysis of covariance.

prereq: PSYCH 70500

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor
Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

**PSYCH 70702 - Thesis Research**

Additional semester of individual research under the supervision of a department faculty member. A formally approved Thesis Proposal and written approval from the faculty sponsor is required.

*prereq: PSYCH 70701
Hours 3 hrs including conference
Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. Limited to students working on their MA thesis.

**PSYCH 71000 - Advanced Physiological Psychology I (Neuroscience I) (B)**

An introduction to fundamental methodology in neuroscience research and a focus on the functioning of individual neurons and communication between neurons. This team-taught course is part of a two-term sequence covering fundamental concepts in neuroscience.

*Hours 3 hrs including conference
Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. Instructor's permission. Neuroscience I is not a prerequisite for Neuroscience II.

**PSYCH 71100 - Advanced Physiological Psychology II (Neuroscience II) (B)**

Topics in neuroscience, including development of neural patterns, cellular differentiation, pathways and synaptic connections, the genetics of neural development, neural sexual differentiation, neural plasticity and endocrine factors, somatosensation, motor systems, and vision.

*Hours 3 hrs including conference
Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. Instructor's permission

**PSYCH 71600 - Animal Behavior I: Mechanisms of Behavior (B)**

History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and biorhythms); animal orientation and communication; cognitive ethology and culture.

*Hours 3 hrs including conference,
Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. Instructor's permission
PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 71751 - Field Study in Animal Behavior and Conservation (B)

Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

Hours 3 hrs including conference.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 71800 - Ethology (Animal Behavior II – Behavioral Ecology) (B)

Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology.

Hours 3 hrs including conference.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 72000 - Developmental Psychology I (S)

Topics in development, including pre- and perinatal influences on development, learning, cognition, and aggression. The course uses a variety of perspectives to examine issues in development.

Hours 3 hrs including conference.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 72100 - Developmental Psychology II

PSYCH 73000 - Psychology of Learning (B)

Contemporary phenomena and theories about learning and behavior, including both animal and human examples of learning phenomena with a focus on basic processes.
PSYCH 73500 - Psychology of Perception

PSYCH 73600 - Sensory Perception

PSYCH 73700 - Cognitive Development (S)

The development of cognition, i.e., the development of higher mental processes. Areas covered include infancy, conceptual development, memory, social cognition, and language.

Hours 3 hrs including conference
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73800 - Cognitive Psychology (S)

A theoretical and experimental overview of cognitive psychology. Topics include cognitive architecture, attention, pattern recognition, memory, language processing, and representation of knowledge.

Hours 3 hrs including conference.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 2 hrs lecture, 2 hrs lab.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74000 - Personality

PSYCH 74100 - Evolution of Psychoanalytic Theory

PSYCH 74200 - Contemporary Psychoanalytic Theories (A)

An exploration of the British object relations theorists and their influence on contemporary psychoanalytic approaches. Students should have some background in basic psychoanalytic theory.

prereq: PSYCH 22000 or 67600, and PSYCH 22300 or permission of the instructor
Hours 3 hrs including conference.
Credits 3 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

**PSYCH 74400 - Stress, Trauma, and Resilience**

This course covers the interrelated topics of stress, trauma, and resilience. It uses a clinical science perspective to emphasize both normative (healthy) and problematic physiological and psychological responses to stress and trauma, as well as factors that influence resilience. Students are expected to have a working knowledge of abnormal psychology and research methods. Students will be expected to have completed Research Methods and Abnormal Psychology.

*prereq: Permission of the Graduate Advisor*
*Hours 3 hrs*
*Credits 3 cr.

**PSYCH 74600 - Social Psychology (S)**

An advanced overview of the field, includes a focus on: the development of social psychological theory; beliefs, attitudes, and social behavior; stereotyping and prejudice; influencing attitudes and changing behavior; interpersonal perception; the self and social identity; social interaction and interpersonal relationships; group dynamics; and implications of social psychology for understanding society.

*Hours 3 hrs including conference.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

**PSYCH 74700 - Experimental Social Psychology**

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

*prereq: a graduate course in statistics*
*Hours 2 hrs lecture, 2 hrs lab.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

**PSYCH 74800 - Psychological Theories of Ethnic and Cultural Identity (S)**

Current research and theory on ethnic and racial identity development, including components of ethnic/racial/cultural identity; historical and conceptual issues; the state of theory and research on ethnic identity as it pertains to particular ethnic groups; racial and ethnic socialization; language and ethnic identity; applications of the ethnic identity construct.

*Hours 3 hrs including conference.*
*Credits 3 cr.*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.
PSYCH 75000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area – varies from semester to semester.

*Hours 3 hrs including conference.*  
*Credits 3 cr*  
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75003 - Comparative Cognition and Learning

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

*Hours 3 hrs including conference.*  
*Credits 3 cr.*  
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75104 - Basic Psychological Processes 2: Development, Cognition and Language (S)

Covers the basic concepts in memory, language and cognitive development. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

*Hours 3 hrs including conference.*  
*Credits 3 cr.*  
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75200 - Language and Thought

PSYCH 75300 - Attitudes and Attitude Change (S)

Covers traditional and current theory and research on attitudes and persuasion in social psychology, including attitude formation, structure, and measurement; the link between attitudes and behavior; prejudice and discrimination; and persuasion theories including cognitive dissonance, message learning, fear appeals, and elaboration likelihood.

*Hours 3 hrs including conference.*  
*Credits 3 cr.*  
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75400 - Applied Animal Welfare & Behavior (B)
Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g. enrichment and training) and animal welfare assessment tools will be described and evaluated.

**PSYCH 75500 - Psychopathology I (A)**

Familiarizes students with thinking and research about diagnosis, etiology, course and treatment of abnormal behavior. Topics covered include diagnosis and the principles and techniques of assessment; research methodology (experimental and correlational); the schizophrenias, mood disorders, neuroses, personality disorders, and stress reactions.

*Hours 3 hrs including conference.*
*Credits 3 cr.*

*Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.*

**PSYCH 75600 - Psychopathology II**

**PSYCH 75700 - Animal Thinking and Communication (S, B)**

This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

*prereq: PSYCH 71700 or permission of instructor or of Animal Behavior and Conservation Coordinator*

*Hours 3 hrs.*
*Credits 3 cr.*

**PSYCH 75800 - Conservation Biology/Psychology**

An understanding of biodiversity, human impacts on biodiversity, the theory and practice of maintaining biodiversity in a developing world, and the social psychology of motivating action to protect nature. Special emphasis will be placed on how human and animal behavior threatens biodiversity. This course serves a basis for more specialized courses and provides the framework within which behavioral studies are implemented to inform conservation action with special consideration of factors that influence desire and willingness to take such actions.

*prereq: Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.*

*Hours 3 hrs. including conferences*
*Credits 3 cr.*

**PSYCH 76000 - Psychometric Methods**

**PSYCH 76100 - Measurement of Abilities**

**PSYCH 76300 - Psychophysical Methods**

**PSYCH 76400 - Personality Measurement I**

**PSYCH 76500 - Personality Measurement II: Projective Techniques**
PSYCH 78000 - Quantitative Methods in Psychology

PSYCH 78300 - Mathematical Models in Psychology

PSYCH 78400 - Colloquium in Animal Behavior and Biopsychology

The fall colloquium is organized by doctoral students in the Biopsychology, Behavioral Neuroscience program and includes presentations on a variety of topics by students, faculty and outside speakers. The spring colloquium is a themed set of symposia in which distinguished visiting scientists discuss their work in relation to current issues in the field.

Hours 1 hr.
Credits 1 cr.
Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

instructor's permission

PSYCH 79000 - Experimental Psychopharmacology

Programs and Courses in Sociology/Social Research

Sociology/Social Research

OVERVIEW

The core agenda of the Hunter College Sociology Department is to instruct students in a major that develops critical skills and social awareness and is also part of a broad and rich liberal arts curriculum. The Sociology Department at Hunter College has been built with the comprehensive aim of including most of the various facets of the sociological enterprise, including: theoretical/philosophical sociologists, field and quantitative researchers, criminologists, critical and feminist theorists, specialists in media studies and consumer behavior, micro-sociologists, students of global and international studies, urban studies, and specialists in computer-based research programs.

At Hunter College, our Sociology Department faculty members fulfill a triple mission as teachers, researchers/scholars and as active members of the larger Hunter community. First, as teachers, we take seriously the rich diversity of Hunter's student body by offering courses that emphasize both local and global perspectives. We use New York City as a "laboratory" in many of our courses at both the undergraduate and master's levels including "Intro," urban sociology, quantitative methods and statistics, race/ethnicity, immigration, consumer behavior, criminology and gender studies. We also offer courses on international development and globalization. Our strength in the fields of race/ethnicity and immigration, as well as in a range of other established subfields, allows us to incorporate sociological perspectives with an appreciation of Hunter students' wonderfully diverse backgrounds and experience. Nearly all the courses that are given in these various specializations are offered on a more or less regular basis and are nearly always fully subscribed since students who are not majors also take our courses in large numbers. Both in our undergraduate and graduate programs, we encourage faculty to develop new electives on a regular basis so as to keep our curriculum up to date and interesting for students.

What can I do with my degree in Sociology?
At the graduate level, our Master of Science in Social Research program is successful at preparing students for careers in applied sociology, and at making it possible for students to secure jobs in the non-profit, governmental and corporate world that may have traditionally been closed to them. The Master's program (“GSR”) is nationally recognized as a model for integrating the applied with the theoretical in training students for the professional world. Our combined BA/MS Program also gives students who already attend Hunter an opportunity to remain engaged with their studies while becoming integrated into a community of sociologists.

Programs and Courses

Programs and Courses in Sociology/Social Research

Administration and Faculty

Chair:

Erica Chito-Childs  
1622 West  
(212) 772-5635  
echitoch@hunter.cuny.edu

Department Office:

1622 West  
(212) 772-5587  
FAX (212) 772-5645  
http://www.hunter.cuny.edu/sociology

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

Graduate Program Director and Adviser:

Jessie Daniels  
1646 West  
(212) 772-5585  
jdaniels@hunter.cuny.edu  
http://www.hunter.cuny.edu/sociology/faculty/jessie-daniels/jessie-daniels

Faculty

Social Research - MS

The Department of Sociology offers an intensive program in social research leading to the master of science degree. The program is designed for individuals who wish to pursue a career in applied social research and related areas, as well as for those who wish to upgrade their research skills. All courses are scheduled in the evening.

Graduates are prepared for professional research positions in business corporations, organizations involved with international development, government agencies and non-profit organizations.

The program offers four broad areas of research application: market research and consumer behavior; media research and analysis; research in international development; and research and policy analysis in the public and nonprofit sector.
Students may focus on one of the program's areas of specialization or, with faculty guidance, develop a customized course of study if a student is interested in an area of research other than those given above.

Students train for careers in research through a combination of course work, research in their areas of specialization, and a supervised internship in a professional research setting. By carrying out a research project during the internship outside the university setting, students gain firsthand experience in the conduct of applied research and familiarity with practical problems in their field of interest. Frequently, agencies and companies providing internships appoint former interns to full-time positions after graduation. Internship sites have included such companies and organizations as Community Service Society; CBS; Children's Television Workshop; numerous state and city agencies; Warnako Corp.; Time-Warner, Inc.; Lou Harris Interactive; Nielsen Corp. and the United Nations. Students who are already working in research positions may use on-the-job projects as the basis of an internship, with permission of the program director.

Students wishing to learn more about the program are encouraged to talk with the Program Director, Professor Jessie Daniels, who can be reached in the program office in 1646 Hunter West or by email at jdaniels@hunter.cuny.edu.

## Admission Requirements

All applicants must have successfully completed at least 3 credits in statistics at either the undergraduate or the graduate level. Three credits in research methods and a background in sociology or other social science are desirable but not required. General admission requirements for arts and sciences graduate programs apply, including a minimum grade point average of 3.0 and the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT). Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit minimum scores on the Test of English as a Foreign Language (TOEFL) of 550 on the paper based test or 213 on the computer administered test or 60 (less speaking component) on the TOEFL IBT.

Applicants who do not meet these requirements in full may apply and request special permission to enter after a mandatory personal interview.

## Degree Requirements

Completion of the graduate program in social research requires a minimum of 45 credits, which include:

1. **Core Courses**

   **GSR 70800 - Statistics I**

   Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

   *prereq: SOC 24100 or equiv*
   
   *Hours 3*
   
   *Credits 3*

   *Fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

   **GSR 70900 - Statistics II**

   Topics covered include analysis of variance, multiple regression and other multivariate techniques.

   *prereq: GSR 70800 with grade of B or better*
   
   *Hours 3*
Credits 3
Spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

Prereq: SOC 24100 or equiv or perm instr
Hours 3 hrs,
Credits 3 cr
Fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71100 - Quantitative Digital Research Methods

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

Prereq: GSR 71000 or permission of instructor
Hours 3 hrs,
Credits 3 cr
Spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 3
Credits 3
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71600 - Workshop in Using Information Technology for Research

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.
GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

*prereq:* GSR 70900, GSR 71000 and GSR 71100

*Hours* 3 hrs,

*Credits* 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

*Hours* 3 hrs.

*Credits* 3 cr.

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

2. Electives (15 credits)

Fifteen credits are taken in courses according to the student's interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. Internship Requirements (6 credits)

Degree candidates must work as research interns in public or private organizations for a minimum of 12 weeks full-time or 24 weeks part-time.

GSR 71800 - Research Internship

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

*Credits* 6 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Additional Information

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).

Research Facilities and Affiliations
Graduate social research students have access to college-wide research and computing facilities and libraries of Hunter College, as well as to GSR program facilities, including a social sciences computer lab and a focus group facility.

Course Sequence

The following links provide a recommended model for timely completion of the program. Actual student schedules will depend on student interest and advisement.

- Social Research Recommended Path for Full-Time Study, 2 years
- Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years

Note(s)

All courses offered by the program are open to students from other graduate programs provided the appropriate prerequisites are met.

Social Research Recommended Path for Full-Time Study, 2 years

First Year

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 3
Credits 3
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 3
Credits 3

fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods
This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

**prereq:** SOC 24100 or equiv or perm instr

**Hours** 3 hrs,

**Credits** 3 cr

*fall only* Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective

### Spring Semester

**GSR 70900 - Statistics II**

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

**prereq:** GSR 70800 with grade of B or better

**Hours** 3

**Credits** 3

*spring only* Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71100 - Quantitative Digital Research Methods**

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

**prereq:** GSR 71000 or permission of instructor

**Hours** 3 hrs,

**Credits** 3 cr

*spring only* Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective
- GSR Elective

### Second Year

### Fall Semester

**GSR 71700 - Seminar in Applied and Evaluation Research**

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

**prereq:** GSR 70900, GSR 71000 and GSR 71100

**Hours** 3 hrs,

**Credits** 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71800 - Research Internship**

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

*Credits 6 cr*

**Spring Semester**

**GSR 71600 - Workshop in Using Information Technology for Research**

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text databases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

*Hours 3 hrs, Credits 3 cr*

**GSR 71900 - Applied Research Seminar**

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

*Hours 3 hrs, Credits 3 cr*

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective
- GSR Elective

**Note**

The fall/spring sequencing of courses may change. Check the online schedule of classes.

**Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years**
If Starting in the Fall

Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

*prereq: SOC 24100 or equiv*
*Hours 3*
*Credits 3*
*fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

*prereq: SOC 24100 or equiv or perm instr*
*Hours 3 hrs, 
*Credits 3 cr*
*fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

*prereq: GSR 70800 with grade of B or better*
*Hours 3*
*Credits 3*
*spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

GSR 71100 - Quantitative Digital Research Methods

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

*prereq: GSR 71000 or permission of instructor*
*Hours 3 hrs, 
*Credits 3 cr*
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**Fall Semester**

**GSR 70200 - Contemporary Sociological Theory**

Methodological philosophies and findings of major sociological theorists.

*Hours 3  
Credits 3  
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

**GSR 71700 - Seminar in Applied and Evaluation Research**

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

*prereq: GSR 70900, GSR 71000 and GSR 71100  
Hours 3 hrs,  
Credits 3 cr  
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

• GSR Elective

**Spring Semester**

**GSR 71600 - Workshop in Using Information Technology for Research**

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

*Hours 3 hrs,  
Credits 3 cr  
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.*

• GSR Elective

**Summer Semester**

**GSR 71800 - Research Internship**

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time).
Execution of a research project applying advanced research methods.

Credits 6 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Fall Semester

- GSR Elective
- GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 3 hrs.
Credits 3 cr.

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective

If Starting in the Spring

Spring Semester

GSR 71100 - Quantitative Digital Research Methods

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 3 hrs.
Credits 3 cr.

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

- GSR Elective

Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.
prereq: SOC 24100 or equiv
Hours 3
Credits 3
fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

prereq: SOC 24100 or equiv or perm instr
Hours 3 hrs,
Credits 3 cr
fall only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better
Hours 3
Credits 3
spring only Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71600 - Workshop in Using Information Technology for Research

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 3
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100
Hours 3 hrs,
Credits 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Spring Semester

GSR 71800 - Research Internship

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

Credits 6 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

• GSR Elective

Fall Semester

• GSR Elective
• GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 3 hrs,
Credits 3 cr.
Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

• GSR Elective
Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.

Social Research Graduate Curriculum

Completion of the graduate program in social research requires a minimum of 45 credits which include:

1. Core Courses

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

*prereq: SOC 24100 or equiv*
*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

*prereq: GSR 70800 with grade of B or better*
*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

*prereq: SOC 24100 or equiv or perm instr*
*Hours 3 hrs.*
Credits 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71100 - Quantitative Digital Research Methods**

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

*prereq: GSR 71000 or permission of instructor*

**Hours 3 hrs,**
**Credits 3 cr**

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71600 - Workshop in Using Information Technology for Research**

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

**Hours 3 hrs,**
**Credits 3 cr**

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71700 - Seminar in Applied and Evaluation Research**

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

*prereq: GSR 70900, GSR 71000 and GSR 71100*

**Hours 3 hrs,**
**Credits 3 cr**

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

**GSR 71900 - Applied Research Seminar**

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

**Hours 3 hrs,**
**Credits 3 cr.**

Spring only. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.
2. Electives (15 credits)

Fifteen credits are taken in courses according to the student's interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. Internship Requirements (6 credits)

Degree candidates must work as research interns in public or private organizations for a minimum of 12 weeks full-time or 24 weeks part-time.

GSR 71800 - Research Internship

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

Credits 6 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Additional Information

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).

Sociology and Social Research - BA/MS

For a limited number of qualified undergraduate students, the Sociology department offers an accelerated five-year program leading to a BA in sociology and an MS in social research. The program requires a total of 145 credits of college work (100 undergraduate, 45 graduate). To get the maximum financial benefit from the BA/MS program, students should apply before the number of cumulative credits taken (including those being taken currently) exceeds 100 credits. All credits above 120 will be charged at the graduate tuition rates. The BA/MS program is a full-time program requiring 12 graduate credits per term. In order to be admitted to the program, students must complete their basic requirements, including their major, pass an honors course or its equivalent (cross listed graduate course, honors independent study), have an overall GPA of 3.25 and meet other requirements of the MS program as outlined in the graduate catalog except for the GRE examination. BA/MS applicants should have no more than 100 credits completed before entering the program and can apply for fall or spring admission. After consulting with the undergraduate adviser to establish eligibility, students may apply to the Graduate Director. Applications require a cover letter/personal statement and include a copy of one's current transcript and two letters of recommendation. Students are admitted to the BA/MS program at the end of their junior year but must consult with the undergraduate advisor before they file the application.

Curriculum

- Undergraduate Curriculum
- Social Research Graduate Curriculum
GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

*prereq: SOC 24100 or equiv*

*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

*prereq: GSR 70800 with grade of B or better*

*Hours 3*
*Credits 3*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71000 - Qualitative Digital Research Methods

This class introduces qualitative methods of data collection and analysis, with attention to research design and research ethics in digital sociology, including hands-on application through assignments.

*prereq: SOC 24100 or equiv or perm instr*

*Hours 3 hrs, 3 cr*

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 71100 - Quantitative Digital Research Methods

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

*prereq: GSR 71000 or permission of instructor*

*Hours 3 hrs,*
GSR 71600 - Workshop in Using Information Technology for Research

Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

Hours 3 hrs,
Credits 3 cr

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 3 hrs,
Credits 3 cr

GSR 71800 - Research Internship

Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.

Credits 6 cr

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 3 hrs.
Credits 3 cr.

GSR 72500 - Research Design
This class is intended for graduate students in the social sciences. The goal is to learn how to design large and effective research projects, whether for a thesis or dissertation, grant or fellowship applications, work project, or course project. We will look in detail at the logic of design, anticipating needs and problems, planning for analysis, overcoming obstacles, proposing research, and presenting one's design.

Hours 3 hrs
Credits 3 cr.

GSR 73800 - Data Mining

This course introduces students to basic concepts and methods in computational social science, including the use of R. It shows students new ways of thinking about data, conducting social analysis, and examining phenomena through the lens of computational social science.

Hours 3 hrs.
Credits 3 cr.

GSR 74000 - Digital Privacy, Security, & Disinformation

This course provides hands-on, practical exercises and analysis to help students protect their privacy, evade digital surveillance mechanisms, prepare for disinformation campaigns, and understand collective resistance efforts against these. Can be taken by advanced undergraduate or graduate students.

Hours 3 hrs.
Credits 3 cr.

GSR 79000 - Special Topics Seminar

The program offers experimental special-topics seminars. Check with program office for more information.

Hours 3 hrs.
Credits 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 72200 - Consumer Behavior

Cultural, social, and psychological influences on consumer decision-making and consumer satisfaction; Consumerism.

Hours 3 hrs,
Credits 3 cr

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 72300 - Nonprofit and Social Marketing

Application of marketing and marketing research to non-business organizations.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 73100 - Television Programming and Audiences

Socioeconomic analysis of television programming and the various audiences served, including the cable universe; review of relevant theoretical approaches, research methods and audience data, patterns of television consumption.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 73200 - Motion Pictures

Analysis of contemporary American motion picture industry with special emphasis on independent production; social structure of production, product analysis, audience appeal and marketing; review of relevant theoretical approaches and current research.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 73300 - The New Electronic Media and Information Markets

Investigation of new media and information technologies and the markets they create (digital television, Internet, etc.); relation between these media and markets and the class structure; analysis of the consumptive and pragmatic use of information.

Hours 3 hrs,
Credits 3 cr
Students can take graduate courses in the Department of Film and Media Studies provided they are directly related to media analysis and research. Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 75200 - Focus Group Research

Theory and application of focus group research. Methodological procedures, conceptualization of research problem, organization of group, listening and probing techniques, analysis of verbal and nonverbal data, report writing.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.
GSR 76700 - Interpersonal Process in Organizations

Analysis of social relations in organizations; interpersonal processes in management, conflict negotiations, and interdepartmental relations.

*Hours 3 hrs,
*Credits 3 cr
*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 74100 - Social Policy

Planning procedures and program evaluation in public, corporate, and other private-sector settings; sources of error in forecasting.

*Hours 3 hrs,
*Credits 3 cr
*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 74200 - Public Policy Analysis

Theories, concepts, and methods in public policy analysis applied to select policy areas such as social service, criminal justice, and education.

*Hours 3 hrs,
*Credits 3 cr
*Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 74600 - Organizational Dynamics

Organizational design, processes and analysis in the business, public, and nonprofit sectors.

*Hours 3 hrs,
*Credits 3 cr
*With appropriate approval, students may take graduate courses offered by the Department of Urban Affairs such as URBG 74800 (Management Control of Nonprofit Organizations) and URBG 76200 (Health Regulation). Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 73400 - Electronic Media in Developing Countries

Electronic media use in developing countries with emphasis on television and developmental applications; policy and research issues; role of social marketing (the TELEVISA model); the international digital divide, and related issues.

*Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 76100 - Development Theories and Practices

History of the evolution of theories of development and analysis of their application to post colonial societies from 1945 to 1989; assessment of development practices and their implications for poverty alleviation and social change; analysis of the conditions under which development aid is provided and its impact on a sample of countries from Africa, the Middle East and Asia.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 76200 - Rethinking Development in the Global Era

Critical analysis of the shift from the old development discourse to a new one centered on "post development" or the "global" economy; identification of the ways in which developing societies attempt to integrate themselves into the global economy; assessment of the cultural, social and political impacts of the switch from socialist or mixed economies to market economies; analysis of the role of IMF, the World Bank, and world trade agreements in reshaping developing societies. Methodologies of social development, conflict resolution, legal reform and poverty alleviation used in aid organizations.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 76300 - International Development Practicum

Structures and functions of international aid organizations. Training in program/project analysis; training in gender and development; advocacy for a number of development issues as well as governance.

Hours 3 hrs,
Credits 3 cr
Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

GSR 701 - Thinking Critically in a Digital Society

This course raises questions about digital society and provides an anchor in core sociological theories to help guide the explorations of these questions.

Hours 3 hrs.
Credits 3 cr.
GSR 73900 - Sociology of the Gig Economy

This course examines the complex and dynamic relationship between work, technology and society by looking at the "gig" economy, a labor market that challenges traditional ideas of economy.

Hours 3 hrs.
Credits 3 cr.

Programs and Courses in Speech-Language Pathology and Audiology

Speech-Language Pathology and Audiology

Department Information

Department Chair:

Nancy Eng, PhD
Brookdale Campus
W900A
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Program Director:

Michelle MacRoy-Higgins, PhD
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133 North
(212) 481-2188

Program and Courses in Speech-Language Pathology

Programs and Courses in Speech-Language Pathology and Audiology
PROGRAM OBJECTIVES

The primary objective of the Communication Sciences Program is to provide a broad theoretical background in human communication and its disorders that fulfill the academic and clinical requirements for the American Speech-Language-Hearing Association (ASHA) professional certification (Certificate of Clinical Competence) and New York State licensure. The COMSC Master of Science (MS) degree program in Speech-Language Pathology (SLP) is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The course of study generally requires two years of full-time participation including summers.

Definition of a Speech-Language Pathologist

Speech-language pathologists (SLPs) are autonomous professionals who identify, assess, prevent, and manage communicative disorders as well as swallowing or other upper aerodigestive disorders. Speech-language pathologists seek to optimize the communicative abilities of individuals, across the lifespan. Speech-language pathologists provide services to individuals in nine clinical areas: articulation and phonology, fluency and stuttering, voice and resonance, receptive and expressive language, swallowing, cognitive aspects of communication (e.g., executive functioning), hearing, social aspects of communication (e.g., communication opportunities, social skills), and communication modalities (i.e., oral, manual, augmentative and alternative communication; assistive technologies).

Center for Communication Disorders

The Hunter College Center for Communication Disorders (Speech-Language-Hearing Clinic) is located at the Brookdale Health Sciences campus, 425 East 25 St., Room 133 North. The Center is an integral part of the Communication Sciences Program. The Center provides diagnostic and therapeutic services for a wide variety of language, speech, voice, fluency, swallowing, hearing, communication modality, and social communication disorders. Audiological services include complete audiological evaluations, auditory processing disorder testing, and auditory brainstem response assessment with state of the art instrumentation. Services are available to the Hunter College community as well as the general public. Appointments can be made by calling (212) 481-4464.

Graduate Faculty

MS Program in Speech-Language Pathology

   Nancy Eng, PhD

Michelle MacRoy-Higgins, PhD

Donald A. Vogel, AuD

Clinical Doctoral Program in Audiology (Au.D.)

Executive Officer:

   John Preece, PhD
   Brookdale Campus
   901 West
   (212) 481-7687
Clinical Doctoral Program in Audiology - AuD

The City University, through a joint program offered by Hunter College, Brooklyn College and the Graduate Center, offers a clinical doctoral program in audiology. For a description of the program, see the Bulletin of the Graduate Center or go to Audiology-(Au-D)

Speech-Language Pathology - MS

The 68-credit Speech-Language Pathology (SLP) curriculum leading to an MS degree prepares individuals to become speech-language pathologists working in hospitals, rehabilitive centers, college or university clinics, health-care agencies, specialized clinical settings, or private practice and prepares students for professional practices in preschools, elementary and secondary schools, and early-intervention developmental centers. Successful completion of the SLP curriculum prepares students to meet the academic and clinical requirements for ASHA certification, New York State licensure, and recommendation for NY State certification as a teacher of students with speech and language disabilities (TSSLD). Additional requirements for certification following graduation include the completion of a clinical fellowship year and passage of PRAXIS examination in Speech Language Pathology. Students seeking TSSLD additionally must take the New York State Teacher Certification Examinations: Academic Literacy Skills Test (ALST) and Educating All Students Test (EAS) in addition to completion of the Dignity For All Students Act (DASA) workshop. The program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

Admission Requirements

Hunter College maintains only electronic processes for Graduate Admissions. Applicants are responsible for creating an admissions account and correctly submitting the following:

- Official transcripts from undergraduate and graduate schools verifying completion of degrees, GPAs and coursework
- GRE scores
- Two letters of recommendation
- Narrative statement

Visit Hunter College's Graduate Admissions page for more information regarding the application process.
Individuals wishing to matriculate into the SLP program must demonstrate completion of 45 credits of prerequisite coursework in Communications Sciences and Disorders as well as Liberal Arts and Sciences. The breakdown of the prerequisite coursework is outlined below.

Fifteen credits of foundations courses in Communication Sciences and Disorders are required. Each of the following must be at least 3 credits.

- Introduction to Language
- Anatomy and Physiology of Speech Mechanisms
- Phonetics of American English
- Introduction to Speech Pathology
- Introduction to Audiology
- Language Acquisition

Thirty credits in Liberal Arts and Sciences courses are required of each applicant. Applicants should review catalog descriptions of courses they have taken to ensure correct matching of the following requirements:

- Biological science (3 credits)—examples are botany, biology, ecology, genetics, marine biology, nutrition, physiology, zoology
- Physical science (3 credits)—must be either chemistry, or physics
- Statistics (3 credits)
- English (6 credits)—at least 3 credits of intensive writing
- U.S. history or political science (3 credits)
- Art (3 credits)—examples include pottery, painting, drawing, theater performance, dance, musical instrument performance, art or music appreciation
- Language other than English (3 credits)—American Sign Language, Spanish, French, German, Hebrew, Arabic, Greek, etc.

When applying to become a matriculated student applicants should understand:

- Courses must be taken at an accredited college or university
- At least a B grade is necessary for all prerequisite coursework
- Advanced Placement (AP) credit will be accepted; however, AP must be recorded on the student's official undergraduate transcript(s)
- Pass/fail grades will not be considered as having fulfilled the Communication Sciences or Liberal Arts and Sciences prerequisite requirements
- Being a native speaker of a language will not fulfill the language requirement; the language requirement must be documented on an official transcript
- College-Level Examination Program (CLEP) scores will not be considered as having fulfilled admissions requirements

If unsure that a class meets a prerequisite course requirement, students applying to the SLPA Program may wish to include with their application a catalog description and/or syllabus for that course.

Suggested Curriculum

Pre-Fall

CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.
Fall 1

COMSC 70000 - Introduction to Research Methods

Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

prereq: none
Hours 45
Credits 3

COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics

A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

prereq: COMSC 70800
Hours 45
Credits 3

COMSC 71100 - Models of Language

Designed to further the understanding of the nature of language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. The student will gain exposure to an interdisciplinary approach to the notion of language learning.

prereq: none
Hours 45
Credits 3

COMSC 71200 - Neural Processes of Communication

Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

prereq: none
Hours 45
Credits 3
COMSC 72000 - Clinical Methods in Speech-Language Pathology

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

coreq: COMSC 70000, 70800, 71100, 71200
Hours 45
Credits 3

Spring 1

COMSC 71600 - Phonological Development and Disorders

Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

prereq: COMSC 72000
Hours 45
Credits 3

COMSC 71700 - Language Disorders in Children

Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by Federal Law; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school, and community settings.

prereq: COMSC 71100
Hours 45
Credits 3

COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

Normal and abnormal swallowing function across the lifespan, clinically known as dysphagia; evaluation, management, and treatment of dysphagia across various neurological, mechanical, and esophageal conditions in infants, children and adults will be emphasized. Interpretation of modified barium swallow (MBS) and fiberoptic endoscopic evaluation of swallow (FEES) studies as well as non-oral options for nutrition/hydration will be addressed.

Hours 60
Credits 4

COMSC 72600 - Adult Neurogenic Communication Disorders

Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of
severities and etiologies; interdisciplinary collaboration in acute care, home, educational, and vocational settings.

**COMSC 72800 - Clinical Practicum in Speech-Language Pathology**

First-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

*prereq: COMSC 72000, 73300*

**COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment**

This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.

*prereq: COMSC 72000*

**Summer 1**

**COMSC 70300 - Professional Practice in Educational Settings**

The multifaceted role of the speech language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

*prereq: COMSC 72000*

**COMSC 77100 - Summer Clinical Practicum in Speech-Language Pathology 1**

First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervisor of an ASHA certified and New York State licensed speech-language pathologist.
pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

prereq: COMSC 73300  
Credits 1 cr

Fall 2

COMSC 70600 - Summative Project I

The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

prereq or coreq: none  
Hours 30  
Credits 2

COMSC 71500 - Communication Processes Related to Aging

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300  
Hours 45  
Credits 3

COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders

Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children, and adults; assessment and therapeutic management strategies in social, educational and vocational settings.

prereq: none  
Hours 60  
Credits 4

COMSC 72300 - Studies in Bilingualism

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the
The nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

*Hours 45
Credits 3*

**COMSC 72700 - Voice Disorders**

The identification, assessment, diagnosis, and management of dysphonia and related laryngeal disorders; an overview of the functional, congenital, psychogenic, trauma-related, organic and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in the assessment of phonatory disorder is discussed and a survey of treatment techniques and strategies for voice patients is discussed. An off-campus trip to an ENT/voice lab in the metropolitan area will be scheduled for later in the semester.

*prereq: COMSC 70800, 71200
Hours 30
Credits 2*

**COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1**

Second-year fall semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

*prereq: COMSC 73300
coreq: COMSC 73600
Credits 1 cr*

**Spring 2**

**COMSC 70300 - Professional Practice in Educational Settings**

The multifaceted role of the speech language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

*prereq: COMSC 72000
Hours 45
Credits 3*

**COMSC 70700 - Summative Project II**

COMSC 70600 and 70700 are designed to facilitate the completion of a summative project. Students are intended to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking.
It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter college will be considered.

prereq or coreq: none  
Hours 30  
Credits 2  

**COMSC 71500 - Communication Processes Related to Aging**

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300  
Hours 45  
Credits 3  

**COMSC 72200 - Fluency Disorders**

Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 70800, 71200  
Hours 30  
Credits 2  

**COMSC 72300 - Studies in Bilingualism**

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45  
Credits 3  

**COMSC 73700 - Clinical Methods in Speech Language Pathology: Developmental Disabilities and AAC**

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Developmental Disabilities (DD) (intellectual disability, autism spectrum disorders, cerebral palsy, and others) & Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of assessment, diagnostic intervention planning & implementation, data- collection & interpretation, and follow-up assessment for monitoring progress across the lifespan in individuals with developmental disabilities. Presentation of no-tech (unaided communication), low-tech,
mid-tech and high-tech AAC supports will be made available.

*Hours 4 hrs  
Credits 4 cr.*

**COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2**

Second-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

*prereq: COMSC 72900  
coreq: COMSC 73700  
Credits 1 cr*

**Total Credits: 68**

**TSSLD with Bilingual Extension (Spanish-English)**

The Teachers of Students with Speech and Language Disabilities with Bilingual Extension (Spanish-English) option is available to students in the SLP curriculum who meet the admission requirements regarding demonstration of bilingual proficiency. A written and oral Spanish/English proficiency exam is administered to candidates by the Communication Sciences program. The bilingual requirements include an additional 12 credits of coursework:

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork  
Credits 3 cr*

**BILED 77800 - Instruction Through the Native Language-Spanish**

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

*prereq or coreq: BILED 70100  
Hours 45 hrs plus 10 hrs of fieldwork,  
Credits 3*

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.
prereq or coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr

and a bilingual school-based practicum

COMSC 72904 - Clinical Practicum in Speech-Language Pathology 1

for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 73300
coreq: COMSC 73600
Credits 1

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in Program 1.

Credits 4 cr.
includes 30 hours fieldwork

Additional Bilingual Examinations

Students seeking TSSLD with Bilingual Extension are required to take the Bilingual Content Specialty Test (CST). In addition to the requirements for TSSLD, candidates for a bilingual extension must also take two language examinations—one in the target language (Spanish) and the other in English.

Teachers of Students with Speech-Language Disabilities – Bilingual (English-Spanish Extension) MS

Requirements for Admission

In addition to all of the requirements for admission to the TSSLD curriculum, students applying for the bilingual (Spanish and English) extension must pass a Communication Sciences Program-administered evaluation of written and oral proficiency in Spanish and English.

Requirements for the Degree

In addition to all of the TSSLD requirements identified above, students must complete the following Extension requirements:

A. 12 additional credits of coursework:
EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

*Hours includes 20 hours fieldwork*
*Credits 4*
*20 hours fieldwork*

BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

BILED 77100 - Psychology of Language Learning and Teaching

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

*prereq or coreq: BILED 70100*
*Hours 30 hrs plus 5 hrs of fieldwork and lab,*
*Credits 2 cr*

BILED 77800 - Instruction Through the Native Language-Spanish

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

*prereq or coreq: BILED 70100*
*Hours 45 hrs plus 10 hrs of fieldwork,*
*Credits 3*

B. School-based Language Practicum

A school-based language practicum (COMSC 72900 for 1 credit) must involve work with Spanish-speaking children eligible for bilingual education services.

C. NYSTCE Tests for English Language Proficiency

NYSTCE tests for English Language Proficiency Assessment (LPA) and the Target Language Proficiency Assessment (TLPA).
AUD 70000 - Anatomy and Physiology of the Audio-Vestibular System

Investigation of the embryology, structure, and function of the auditory and vestibular systems.

*Hours 30 hours lecture plus conference,
Credits 3 cr*

AUD 70300 - Acoustics and Psychoacoustics

Exploration of the decibel, sound transmission, complex stimuli, psychoacoustic methods, signal detection theory, auditory sensitivity, masking, loudness, pitch, binaural hearing.

*coreq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology
Hours 30 hours lecture, 15 hours laboratory,
Credits 3 cr*

AUD 70500 - Speech-Language Sciences

Exploration of phonological, lexical syntacticmorphological, and pragmatic aspects of human communication associated with speech, language, hearing and related disorders, normal processes of speech and language comprehension and production over the life span.

*Hours 30 hours lecture plus conference,
Credits 3 cr*

AUD 70900 - Instrumentation in Audiology

Measurement and calibration of the physical characteristics of acoustic, electric, and other non-acoustic stimuli; instrumentation, digital technology; bio-electrical hazards.

*prereq: Psychoacoustics
coreq: Physiological Acoustics
Hours 15 hours lecture; 30 hours laboratory,
Credits 3 cr*

AUD 71000 - Diagnostic Audiology

Study of audiological test procedures and interpretation in the assessment of peripheral and functional hearing impairment.

*prereq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology; Psychoacoustics
Hours 30 hours lecture plus conference; 15 hours laboratory,
Credits 4 cr*

AUD 71200 - Speech-Language Pathology for Audiologists

Exploration of the effects of communication disorders and differences on audiological testing, treatment and counseling; screening and prevention of communication disorders across the life span. In accordance with the American Speech-Language-Hearing Association's certification standards, students will complete the hours of speech and language screenings in a variety of settings.
AUD 71600 - Physiological Acoustics

Detailed study of the pneumatic/mechanical/hydraulic/electrical interfaces involved in the transduction of acoustic energy through the auditory system. In-depth investigation of the external ear biophysics, the middle ear transfer function, cochlear hydrodynamics and hydromechanics, auditory biopotentials, cochlear nonlinearity, neural transduction and neural coding in the peripheral and central auditory systems.

prereq: courses in Anatomy & Physiology of the Audio-Vestibular System and Psychoacoustics

Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 71800 - Introduction to Research Methods

Exploration of issues and concepts in study design and analysis including types of research, controlling for confounding variables, measurement errors and their effects, statistical methods, and their applications to clinical populations.

prereq: 30 hours lecture plus conference
Credits 3 cr

AUD 72000 - Multicultural Issues for Audiologists

Examination of multicultural influences on the prevalence of auditory, vestibular, and otologic disorders; dialectical considerations for suprathreshold speech-recognition assessment; multicultural influences on attitudes toward health care providers, health care, disability, and deaf; ramifications of cultural diversity for professional practice; using culturally sensitive measures and protocols for assessment and management.

prereq: Diagnostic Audiology

Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 73000 - Amplification I

Examination of hearing-aid components, hearing aid candidacy, output limiting/compression, electroacoustic and real-ear measures, prescriptives procedures, amplification, earmolds and earmold acoustics, cerumen management, binaural issues including deprivation and acclimatization, approaches to hearing aid evaluation.

prereq: Diagnostic Audiology, Physiological Acoustics, and 1 cr of Audiology Practicum

Hours 30 hours lecture plus conference; 15 hours laboratory,
Credits 4 cr

AUD 73300 - Communication Skills of Adults with Hearing Loss

A comprehensive approach to rehabilitation of adults with hearing impairment. Assessment of adult communicative function including auditory/visual speech perception, and use of selfassessment using cochlear implants and other sensory aids.
AUD 73500 - Auditory Electrophysiology

Advanced differential diagnosis of auditory disorders. Exploration of theoretical bases and clinical aspects of otoacoustic emissions and middle ear measurement.

**prereq:** Diagnostic Audiology and 1 cr of Audiology Practicum

**coreq:** Amplification 1

**Hours** 30 hours lecture plus conference,

**Credits** 3 cr

AUD 73700 - Prevention and Identification of Hearing Loss

Exploration of procedures to prevent the onset and minimize the development of hearing disorders; identifying individuals at risk for hearing impairment throughout the lifespan; screening individuals for hearing impairment and disability/handicap; administering hearing conservation programs.

**prereq:** courses in Diagnostic Audiology and Auditory Evoked Responses

**coreq:** course in Audiology Electrophysiology

**Hours** 30 hours lecture plus conference,

**Credits** 3 cr

AUD 74000 - Aural Habilitation

Roles and responsibilities of the audiologist in clinical and educational settings. Assessment and management of communicative function in children with hearing impairment, including those with minimal hearing loss. Development of strategies for improving speech perception skills, including usage of assistive technology.

**prereq:** Auditory Evoked Responses; Speech-Language Pathology for Audiologists; and, 2 cr of Audiology Practicum

**coreq:** Audiology Electrophysiology

**Hours** 30 hours lecture plus conference,

**Credits** 3 cr

AUD 74200 - Auditory Evoked Responses

Exploration of the theoretical bases and clinical applications of the auditory evoked potentials.

**prereq:** Audiology Electrophysiology and 2 cr of Audiology Practicum

**Hours** 15 hours lecture and conference; 15 hours laboratory,

**Credits** 3 cr

AUD 74600 - Pediatric Audiology

Exploration of the effects of hearing loss on child development, prevalence of hearing loss in childhood, embryology, genetic issues, development of auditory function, hearing and balance disorders in children, pediatric audiology assessment battery, pediatric considerations in amplification, assessment of special populations.
AUD 74800 - Amplification II

Advanced signal processing, verification, validation/outcome measures, pediatric amplification fitting, noise-reduction strategies, multi-microphone/directional technology, troubleshooting/repair, hearing-aid orientation.

prereq: Amplification I and 2 cr of Audiology Practicum
Hours 15 hours lecture and conference; 15 hours laboratory,
Credits 3 cr

AUD 75000 - Counseling

Contemporary theories of counseling. Application of principles and methods to problems faced by individuals with communication, hearing, vestibular and tinnitus disorders and their families. Counseling strategies to maximize individual's ability to understand, adapt and cope with his/her disorder.

prereq: Diagnostic Audiology
Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 76000 - Medical Audiology

Medical and audiological aspects of hearing and balance disorders, including issues in genetics, otologic assessment and treatment, and use of imaging studies.

prereq: Auditory Evoked Responses and 2 cr of Audiology Practicum
coreq: Audiology Electrophysiology
Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 76300 - Vestibular and Tinnitus Evaluation and Management

Investigation of balance tests including electronystagmography, posturography, and rotary chair; vestibular rehabilitation; electrophysiologic and behavioral techniques for the assessment of tinnitus; tinnitus management.

prereq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology, Diagnostic Audiology, Auditory Evoked Responses, Audiology Electrophysiology
Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 76500 - Audiologic Research Proposal

Critiquing of research and the development of individual research proposals. Development of Institutional Review Board (IRB) application.

prereq: Introduction to Research Methods and completion of 45 Au.D. credits
**AUD 76700 - Amplification III**

Advanced programming, FM fitting and evaluation; special fittings; developing technologies; current research in amplification.

*prereq: Amplification I and 2 cr of Audiology Practicum*

**AUD 77000 - Cochlear Implants and other Sensory Aids**

Effects of electrical stimulation on the auditory system; exploration of candidacy, principles of signal processing, and audiolologic management for children and adults who use cochlear implants and other sensory aids.

*prereq: courses in Anatomy & Physiology of the Audio-Vestibular System; Acoustics and Psychoacoustics; Speech-Language Sciences; Physiological Acoustics; Instrumentation in Audiology, Amplification I*

**AUD 77200 - Auditory Processing Disorders: Assessment and Treatment**

Relevant neuroanatomy and physiology of auditory pathways: behavioral and physiological assessment techniques and management procedures for children and adults with auditory processing disorders.

*prereq: Auditory Evoked Responses; Auditory Electrophysiology, Speech-Language Pathology for Audiologists, Pediatric Audiology, Audiologic Habilitation and 2 cr of Audiology Practicum*

**AUD 77400 - Hearing and Aging**

Examination of the biological, physiological and sociological changes accompanying the aging process; protocols for evaluating and treating older adults with hearing impairment.

*prereq: courses in Diagnostic Audiology and Anatomy & Physiology of the Audio-Vestibular System; Auditory Electrophysiology; Communication Skills of Adults with Hearing Loss*

**AUD 77600 - Seminar in Professional Practice - Business Practices**

Issues of a professional nature that impact on the practice of audiology. Topics include licensure, accreditation/certification, quality assurance, reimbursement, establishing a private practice, professional liability, privacy/confidentiality and ethics.

*prereq: courses in Diagnostic Audiology; Audiology Practicum; Audiology Seminar; Amplification II*
AUD 78000 - Audiologic Research

Students, under the direction of their clinical research project committee, will carry out the proposal developed in Audiologic Research Proposal.

*prereq: Audiologic Research Proposal
*Hours 15 hours,
*Credits 1 cr

AUD 79000 - Audiology Practicum

Clinical Practicum in assessment and management of a wide variety of hearing disorders under the supervision of an ASHA certified and New York licensed audiologist.

*Hours 15 hours laboratory,
*Credits 1 cr

AUD 79600 - Seminar in Audiology

Examination of ethical issues, certification standards, Center policies and procedures, infectious disease and infection control, history taking, report-writing, counseling, case studies, procedures and protocol in various settings.

*Hours 15 hours,
*Credits 1 cr

AUD 79800 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

*Hours Conference,
*Credits 1-3 cr

AUD 79900 - Audiology Residency

Students will be placed and supervised in setting(s), which will meet CAA standards for the certificate of Clinical Competence for the clinical residency year. Student must successfully complete this course two times.

*coreq: Audiology Residency Seminar.
*Credits 1-3 cr
*prereq for the 1st semester of Audiology Residency: Completion of 6 credits of Audiology Practicum and 6 credits of Audiology Seminar

COMSC 60400 - Introduction to Language Science

An introduction to the nature of language and communication. Topics include components of the linguistic system, relationship between verbal and non-verbal communication, and language acquisition across the life span.

*Hours 45
*Credits 3
COMSC 60700 - Phonetics of American English


Hours 45
Credits 3

COMSC 61500 - Speech and Its Production

An overview of the structure of speech and the basic mechanisms involved the production of speech sounds; a foundation for a more in-depth study of speech science and its application to clinical practice in speech-language pathology and audiology; structure and organization of the ventilatory, laryngeal, supralaryngeal and orofacial mechanisms; issues in basic speech acoustics and perception.

Hours 45
Credits 3

COMSC 62000 - Introduction to Speech-Language Pathology

Introduction to organic and behavioral correlates of human communication; its development and disorders. The influence of culture, heritage, and socioeconomic status on the disorders of voice, articulation, fluency, and language.

Hours 45
Credits 3

COMSC 64000 - Introduction to Audiology

Etiology and pathology of hearing disorders, basic properties of the auditory stimulus: measurement of pure tone thresholds by air and bone conduction. Overview of the audiologist in diagnosis and management of hearing disorders.

Hours 45
Credits 3

COMSC 70000 - Introduction to Research Methods

Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

prereq: none
Hours 45
Credits 3

COMSC 70200 - Multicultural Issues in Counseling and Communication

This course presents a multicultural perspective of counseling theories, techniques and strategies for persons with disorders and their families. It addresses the impact of cultural, ethnic, gender, socioeconomic and individual variations in culturally appropriate delivery of services to individuals with speech-language disorders as well as those acquiring
English as a second language.

**prereq:** COMSC 72000
**Hours** 45
**Credits** 3

**COMSC 70300 - Professional Practice in Educational Settings**

The multifaceted role of the speech language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

**prereq:** COMSC 72000
**Hours** 45
**Credits** 3

**COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics**

A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

**prereq:** COMSC 70800
**Hours** 45
**Credits** 3

**COMSC 70600 - Summative Project I**

The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

**prereq or coreq:** none
**Hours** 30
**Credits** 2

**COMSC 70700 - Summative Project II**

COMSC 70600 and 70700 are designed to facilitate the completion of a summative project. Students are intended to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

**prereq or coreq:** none
COMSC 71100 - Models of Language

Designed to further the understanding of the nature of language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. The student will gain exposure to an interdisciplinary approach to the notion of language learning.

prereq: none

COMSC 71200 - Neural Processes of Communication

Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

prereq: none

COMSC 71500 - Communication Processes Related to Aging

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300

COMSC 71600 - Phonological Development and Disorders

Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

prereq: COMSC 72000

COMSC 71700 - Language Disorders in Children

Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by Federal Law; implications of early language disorders on literacy acquisition, assessment and
intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school, and community settings.

prereq: COMSC 71100
Hours 45
Credits 3

COMSC 71800 - Language and Literacy Disorders in School-Age Children

The impact of language disorders in school-age children and adolescents on their acquisition of academic skills required for the development of literacy skills and written language (reading, spelling and writing); cognitive and social aspects of communication; formal and informal assessment; collaborative management strategies; cultural diversity issues.

prereq: COMSC 71100
Hours 45
Credits 3

COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

Normal and abnormal swallowing function across the lifespan, clinically known as dysphagia; evaluation, management, and treatment of dysphagia across various neurological, mechanical, and esophageal conditions in infants, children and adults will be emphasized. Interpretation of modified barium swallow (MBS) and fiberoptic endoscopic evaluation of swallow (FEES) studies as well as non-oral options for nutrition/hydration will be addressed.

Hours 60
Credits 4

COMSC 72000 - Clinical Methods in Speech-Language Pathology

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

coreq: COMSC 70000, 70800, 71100, 71200
Hours 45
Credits 3

COMSC 72200 - Fluency Disorders

Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 70800, 71200
Hours 30
Credits 2

COMSC 72300 - Studies in Bilingualism
A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45
Credits 3

**COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders**

Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children, and adults; assessment and therapeutic management strategies in social, educational and vocational settings.

prereq: none
Hours 60
Credits 4

**COMSC 72500 - Developmental Motor Speech and Swallowing Disorders**

Diagnosis and management of childhood dysarthrias, developmental apraxia of speech and related disorders of swallowing.

prereq: COMSC 70800, 71200
Hours 45 hrs,
Credits 3 cr

**COMSC 72600 - Adult Neurogenic Communication Disorders**

Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.

prereq: COMSC 71200
Hours 45 hrs,
Credits 3 cr

**COMSC 72700 - Voice Disorders**

The identification, assessment, diagnosis, and management of dysphonia and related laryngeal disorders; an overview of the functional, congenital, psychogenic, trauma-related, organic and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in the assessment of phonatory disorder is discussed and a survey of treatment techniques and strategies for voice patients is discussed. An off-campus trip to an ENT/voice lab in the metropolitan area will be scheduled for later in the semester.

prereq: COMSC 70800, 71200
Hours 30  
Credits 2

**COMSC 72800 - Clinical Practicum in Speech-Language Pathology**

First-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

*prereq: COMSC 72000, 73300
Credits 1 cr*

**COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1**

Second-year fall semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

*prereq: COMSC 73300
coreq: COMSC 73600
Credits 1 cr*

**COMSC 72904 - Clinical Practicum in Speech-Language Pathology 1**

for students in the bilingual extension, designates a special section of **COMSC 72900** for practicum with Spanish-speaking children eligible for bilingual services.

*prereq: COMSC 73300
coreq: COMSC 73600
Credits 1*

**COMSC 73000 - Cleft Palate and Craniofacial Disorders of Speech**

Broad spectrum of velopharyngeal incompetence, including embryogenesis, classification of clefts, aspects of cleft palate speech, associated disorders, modes of formal and informal assessment and intervention strategies within the home, school, hospital and work environments; current surgical and prosthetic management of cleft lip, palate and related craniofacial disorders; impact on learning and literacy acquisition.

*prereq: COMSC 70800, 71200
Hours 45 hrs,
Credits 3 cr*

**COMSC 73100 - Assessment and Management of Speech, Voice, and Swallowing Following Surgical Intervention for Head and Neck Cancer**
Assessment and management of surgically based swallowing disorders in children, adolescents and adults; rehabilitation of speech, voice following oral and laryngeal surgery including the use of speech aids.

**COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment**

This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.

*prereq: COMSC 72000*
*Hours 45 hrs, 3 cr*

**COMSC 73500 - Clinical Methods in Speech-Language Pathology: Reading and Dyslexia**

This clinical seminar addresses typical processes of reading across the life span including pre-literacy skills. Reading disorders in children and adults are discussed; differential diagnosis; therapeutic intervention; the role of the speech-language pathologist in the educational setting; collaboration among reading professionals, school-based curriculum and neuro-rehabilitation.

*Hours 3 hrs, 3 cr.*

**COMSC 73600 - Clinical Seminar in Speech-Language Pathology 1**

Assessment measures and intervention strategies for individuals with disorders of speech and language across the lifespan; development of professional oral and written communication skills.

*prereq: COMSC 73300*
*Hours 30 hrs, 2 cr*

**COMSC 73700 - Clinical Methods in Speech Language Pathology: Developmental Disabilities and AAC**

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Developmental Disabilities (DD) (intellectual disability, autism spectrum disorders, cerebral palsy, and others) & Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of assessment, diagnostic intervention planning & implementation, data- collection & interpretation, and follow-up assessment for monitoring progress across the lifespan in individuals with developmental disabilities. Presentation of no-tech (unaided communication), low-tech, mid-tech and high-tech AAC supports will be made available.
COMSC 73800 - Communication and Developmental Disabilities

This course surveys the communication status of individuals with developmental disabilities (i.e., intellectual disability, autism spectrum disorder, and cerebral palsy) with a focus on evidence-based assessment and intervention practices across the life span.

prereq: none
Credits 3

COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2

Second-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

prereq: COMSC 72900
coreq: COMSC 73700
Credits 1 cr

COMSC 73904 - Clinical Practicum in Speech-Language Pathology 2

For students in the bilingual extension, designates a special section of COMSC 73900 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 72900
coreq: COMSC 73700
Hours 45 hrs,
Credits 3 cr

COMSC 75200 - Audiology for Speech-Language Pathologists

This course provides an overview of topics in audiology that are highly relevant to the professional in speech-language pathology. Specifically, identification, assessment and management of individuals across the life span (newborns through older adults) who have hearing loss and auditory processing disorders and disabilities are topics covered. Particular emphasis will be on the role of speech-language pathologists in aural rehabilitive processes including cochlear implant use and other assistive technologies. Roles and responsibilities of the speech-language pathologist working with professionals in other disciplines as delineated in the Scope of Practice for the profession and the Code of Ethics of the American Speech-Language-Hearing Association are similarly reviewed.

prereq: none
Hours 45
Credits 3

COMSC 77100 - Summer Clinical Practicum in Speech-Language Pathology 1
First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

prereq: COMSC 73300
Credits 1 cr

COMSC 77200 - Summer Clinical Practicum in Speech-Language Pathology 2

Second year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, adolescence, as well as with adults.

prereq: COMSC 77100
Credits 1 cr

COMSC 78100 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

prereq: completion of 24 cr. minimum
Hours Hours to be arranged
Credits 2 cr

COMSC 78200 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

prereq: completion of 24 cr. minimum
Hours Hours to be arranged
Credits 2 cr

COMSC 79000 - Special Topics in Speech-Language Pathology or Audiology

Hours 45 hrs,
Credits 3 cr

COMSC 79600 - Special Problems

Directed study under supervision of faculty members. For doctoral credit, must be supervised by member of doctoral faculty.

Hours 45 hrs,
Credits 3 cr

COMSC 79900 - Thesis Seminar
Individual research under supervision.

*Hours to be arranged*

*Credits 3 cr*

# Programs and Courses in Theatre

## Theatre

### OVERVIEW

The Hunter College Theatre Department offers students the opportunity to study theatre while exploring New York's vibrant theatre scene. We offer both an MA in Theatre and an MFA in Playwriting. We believe that critical thinking and practical skills nourish each other, and students in both programs can take elective classes in acting, directing and design, in addition to theatre history, literature, and theory. Our accomplished faculty members bring their professional experience as practitioners and scholars outside the college to the classroom. The Department produces one mainstage and several smaller productions each semester, with students taking part in all areas of performance and production.

## What can I do with my degree in Theatre?

The MA in Theatre prepares students to teach at all levels, work as a teaching artist or work in a nonprofit in the theatre industry. The MFA in Playwriting prepares a select group of students for professional careers as dramatic writers in theatre, film and television.

### Programs and Courses

Programs and Courses in Theatre

### Administration and Faculty

**Chair:**

Gregory Mosher  
Baker Theatre Building - 5th floor  
151 East 67th St  
(212) 772-5149  
gm1125@hunter.cuny.edu

**Department Office:**

Baker Theatre Building - 5th floor  
(212) 772-5148  
huntertheatreassistant@gmail.com  
http://hunter.cuny.edu/theatre

**Acting Director of MFA Program**
Faculty

Theatre Faculty

Playwriting MFA

The program provides ample workshop opportunities and free or affordable tickets to a wide range of New York City productions. The capstone project of the program is the Hunter Play Festival, a week-long workshop with professional actors and a director which culminates in a public reading attended by agents, producers, and directors.

Admissions

Applicants to the Rita and Burton MFA in playwriting are required to have a bachelor's degree; they must submit two letters of recommendation and a full length play or a one act play of at least 40 pages, both as hard copy and as a PDF attachment. An interview is strongly recommended. (Only matriculated students will be eligible to take MFA courses.) Admission will be decided by the Acting Director of the program and the Chair. The deadline for application is January 30.

Degree Requirements

This two year program encourages playwrights to discover and celebrate their unique voice. Towards that end they will be given a thorough grounding in theatre history, dramatic literature, play analysis, and the craft of playwriting as well have the opportunity to take electives in other departments. Well known theatre artists will also be invited in to share their experience and expertise. In conjunction with this academic grounding and focus on individual needs, there will be hands-on workshops in which students learn how to collaborate with actors, directors and designers, culminating in staged readings and full productions of their plays.

Required Courses (27 credits)

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3
THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):
THC 73100 or permission of instructor.

Hours 3
Credits 3

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

prereq: THC 73200 or permission of the instructor

Hours 3
Credits 3

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III
coreq: THC 72400 Production Workshop II

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

prereq: Playwriting II
coreq: Playwriting III
THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists—directors, actors, designers, and dramaturges—through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges. This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III
coreq: THC 72200 Playwriting IV

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 2 hrs, including conferences
Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 2 hrs, including conferences
Credits 3 cr

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 2 hrs, including conferences
Credits 3 cr

Electives (9 credits)

Nine credits are to be chosen from Courses in Theatre

Sample Program of Study

First Semester

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 2 hrs, including conferences
Credits 3 cr
THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3

THC elective: select from the following Courses in Theatre

Second Semester

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 2 hrs, including conferences

Credits 3 cr

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):
THC 73100 or permission of instructor.

Hours 3

Credits 3

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 2 hrs, including conferences

Credits 3 cr

Third Semester
THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

*prereq: THC 73200 or permission of the instructor

*Hours 3

*Credits 3

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists—directors, actors, and dramaturges—through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

*prereq: Playwriting II

*coreq: Playwriting III

- THC elective or Internship: select from the following Courses in Theatre

Fourth Semester

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

*prereq: THC 72100 Playwriting III

*coreq: THC 72400 Production Workshop II

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists—directors, actors, designers, and dramaturges—through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.
prereq: THC 72300 Production Workshop I and THC 721 Playwriting III
coreq: THC 72200 Playwriting IV

THC elective or Internship: select from the following Courses in Theatre

Theatre - MA

The MA program in theatre is designed to offer concentrated study in the areas of theatre history, theory, and criticism; dramaturgy; production and performance studies. The curriculum integrates theory with practice and accommodates the various backgrounds and career goals of theatre professionals, dramaturgs, and educators. Most students continue professional work or go on to PhD programs. In addition to the permanent faculty, well-known theatre artists, critics, and scholars teach on a part-time basis. Individual counseling is an integral part of the program. Through meetings with the graduate advisor, a program of study that meets each student's needs is developed.

MA students may take MFA Playwriting classes with permission. A one-act play must be submitted for consideration.

Requirements for Admission

General admission requirements to the graduate program in the arts and sciences are observed. Applicants with a GPA of 3.4 or higher in theatre history, theory and literary criticism courses, or 6 credits of graduate work with a grade or grades of 3.0 or better need not submit scores on the Graduate Record Examination. An undergraduate theatre major is not needed for admission to the MA program in theatre. Students enter with a wide variety of academic backgrounds.

Requirements for the Degree

Courses

Each candidate must complete an approved program of study of at least 30 credits, including following. Courses other than those in the Department of Theatre may be applied toward the 30 credits with the approval of the graduate adviser, but may not exceed 9 credits. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

THC 70200 - History of Theatrical Theory

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

Hours 2 hours, including conferences,
Credits 3

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 2 hrs, including conferences
Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.
**Hours** 2 hrs, including conferences

**Credits** 3 cr

**THC 79000 - Play Analysis**

Study of structural elements of play essential to playwright and director.

**Hours** 2 hrs, including conferences

**Credits** 3 cr

**Examination**

The student is required to pass a three-hour comprehensive examination covering general knowledge in theatre history, criticism, and production. The comprehensive exam may be repeated if failed, but may be taken no more than three times. The department no longer requires a proficiency examination in one foreign language.

**MA with Honors**

**Master’s Essay:** Upon completion of the comprehensive examination, the graduate committee will determine which students shall be invited to submit a proposal for a Master's Essay. This decision will be based on academic performance: papers, class participation, and the quality of the comprehensive examination. Honors students must register for THC 79900 - Master's Essay to complete the 30 required credits when the proposal is approved.

**THC 79900 - Master's Essay**

Individually supervised research and writing of a thesis, leading to graduation with honors.

**Credits** 3

**Recent Electives**

Our course offerings also include a continually changing roster of electives

**Recent Electives:**
Advanced Directing
Theatre and the Middle East
Law and American Drama
Intercultural Theatre
Greek Drama
History of Opera
Puppetry and Performing Objects On-stage
Performing Arts of Kerala, India
Goethe's Faust: Text, Background, Tradition

**THC 70200 - History of Theatrical Theory**

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.
**THC 70500 - Theatre in Society**

Study of influence of social, philosophical, and religious concepts on content and form of modern theatre.

*Hours 2 hrs, including conferences,*  
*Credits 3 cr*

**THC 71000 - Studies in Dramatic Genre**

Theories and changing forms of traditional theatrical genres: tragedy, comedy, tragicomedy, farce, melodrama.

*Hours 2 hrs, including conferences,*  
*Credits 3 cr*  
*May be repeated for credit.*

**THC 71100 - Theatre Criticism**

Analysis of practical modern criticism.

*Hours 2 hrs, including conferences,*  
*Credits 3 cr*

**THC 72000 - Independent Research**

Directed program of reading, research, or creative presentation under supervision of graduate faculty member.

*prereq: perm instr*  
*Hours Hrs to be arranged.*  
*Credits 3 cr*

**THC 72500 - Special Topics**

Studies in specialized areas of theatre.

*Hours 3 hrs, including conferences,*  
*Credits 3 cr*  
*May be repeated for credit.*

**THC 73000 - Harold Clurman Seminar in Theatre**

A seminar named in honor of Harold Clurman that features guest artists from the professional theatre discussing various aspects of theatre.

*Hours 3 hrs, including conferences*  
*Credits 3 cr*

**THC 73100 - MFA Playwriting I: The One-Act Play**
This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

*prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

**Hours 3**

**Credits 3**

**THC 73200 - MFA Playwriting II: The Full-Length Play**

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

*prereq: (and/or other special conditions):
THC 73100 or permission of instructor.

**Hours 3**

**Credits 3**

**THC 73300 - MFA Playwriting III: Adaptation**

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

*prereq: THC 73200 or permission of the instructor

**Hours 3**

**Credits 3**

**THC 73400 - MFA Playwriting IV: Final Script for Production**

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

*prereq: THC 72100 Playwriting III
coreq: THC 72400 Production Workshop II

**THC 73500 - MFA Production Workshop I**
Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

*prereq: Playwriting II  
coreq: Playwriting III*

**THC 73600 - MFA Production Workshop II**

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges. This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

*prereq: THC 72300 Production Workshop I and THC 721 Playwriting III  
coreq: THC 72200 Playwriting IV*

**THC 75100 - History of Theatre I**

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

*Hours 2 hrs, including conferences  
Credits 3 cr*

**THC 75200 - History of Theatre II**

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

*Hours 2 hrs, including conferences  
Credits 3 cr*

**THC 75300 - History of American Theatre**

Theatre in United States from Colonial times to present, with emphasis on its importance as a social and cultural force.

*Hours 2 hrs, including conferences  
Credits 3 cr*

**THC 75400 - Contemporary Styles of Production**

Theories in style and method of dramatic production.
THC 75500 - Visual Elements of Theatre I

Study and practice of director's and playwright's conceptual approach to visual requirements of plays.

THC 75600 - Visual Elements of Theatre II

Study and practice of scene and lighting design with special emphasis on their value to the director as important tools of interpretation.

prereq: THC 75500

THC 75800 - Asian Performance

Study of traditional performance genres in India, China, Japan and Southeast Asia.

THC 76000 - Studies in Theatre History and Production

Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance.

THC 76100 - Dramaturgy Research and Case Studies

Consideration of general problems of production research, including its application in rehearsal; specific examples will be analyzed.

THC 76200 - History of Directing

Seminar on the history of the directing profession, with emphasis on innovative 19th- and 20th-century artists.

THC 76300 - Dramaturgy Workshop
Workshop in the theory and practice of production dramaturgy emphasizing performance projects conceptualized by students working in director-dramaturgy pairs.

prereq: THC 75100, 75200, 79100, or perm instr
Hours 3 hrs
Credits 3 cr

THC 76400 - Translation Workshop

Workshop in the theory and practice of translating plays. Each student will translate a play or other theatre-related text during the semester.

prereq: perm instr
Hours 3 hrs
Credits 3 cr

THC 76500 - Dramaturgy Practicum

Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member.

prereq: THC 76100, 76200, 76300, or perm instr
Hours Hrs to be arranged.
Credits 3 cr
May be repeated twice for credit.

THC 78500 - Theories and Styles of Acting

Intensive study in theories and techniques of acting, with emphasis on historical and modern styles.

Hours 3 hrs
Credits 3 cr

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 2 hrs, including conferences
Credits 3 cr

THC 79100 - Advanced Directing and Rehearsal

Study of problems in play direction, with practice in presentation of scenes and plays.

Hours 3 hrs
Credits 3 cr

THC 79200 - Special Problems in Directing

Interrelation of director and playwright through project work on original scripts.

prereq: THC 79100
THC 79300 - Playwriting I

Study of techniques of playwriting based on student's own work with special emphasis on scenes and one-act form.

THC 79400 - Playwriting II

Writing and criticism of original material with emphasis on full-length form.

prereq: THC 79300

THC 79500 - Seminar in Playwriting and Directing

Designed for playwrights at work on new scripts and for directors desirous of staging original material.

prereq: THC 79400 or 79200

THC 79600 - Film Writing

Study of problems of writing for film. Students are required to prepare original scripts for class critique.

THC 79900 - Master's Essay

Individually supervised research and writing of a thesis, leading to graduation with honors.

Programs and Courses in Urban Affairs and Planning

Urban Policy and Planning

Overview
The Department of Urban Policy and Planning offers two graduate degrees, an accredited Master of Urban Planning degree, and a Master of Science in Urban Policy and Leadership degree. Both programs combine theory and practice in order to provide students with an in-depth understanding and appreciation of urban planning and policy.

Since its creation by advocacy planner Paul Davidoff, in 1965, the department has consistently upheld a vision of urban policy and planning as multi-disciplinary fields. In keeping with this vision, the department's faculty members represent a wide range of disciplines including architecture, economics, history, political science, public health, public policy, social work, sociology and urban planning. They collectively bring a wealth of academic and professional expertise to their teaching. The programs also benefit greatly from a distinguished part-time faculty who bring practical experience and knowledge in both public and non-profit sectors into the classroom. The programs offer specialized courses in advocacy, comparative politics, economic development, education, governance, health, housing, immigration, infrastructure, policy analysis, public and nonprofit management, sustainability and the environment, transportation and urban design.

**What can I do with my degree in Urban Policy and Planning?**

Graduates pursue careers in the following areas: urban and regional planning, community planning and advocacy, economic development, environmental planning, transportation and infrastructure development, housing, public policy, and nonprofit management.

**Urban Policy and Planning Programs and Courses**

Programs and Courses in Urban Policy and Planning

**Administration and Faculty**

**Chair:**

**Professor Joseph P. Viteritti**  
1606 West  
(212) 772-5597  
jviter@hunter.cuny.edu

**Department Office:**  
1611 West  
(212) 772-5518  
Website:http://www.hunterurban.org  
Hours of Operation: Monday – Friday 10:00 AM – 6:00 PM

**Graduate Advisers:**

**Prof. Nicholas Dagen Bloom, Program Director, Graduate Program in Urban Planning**  
1611 West  
(212) 772-5518  
nb2907@hunter.cuny.edu

**Prof. Jill Simone Gross, Program Director, Graduate Program in Urban Policy and Leadership**  
1610 West  
(212) 772-5600  
jill.s.gross@hunter.cuny.edu
Faculty

Department Faculty

Master of Urban Planning/Juris Doctor

Brooklyn Law School and Hunter Urban Policy & Planning jointly sponsor a program leading to the degrees of Juris Doctor (JD) and Master of Urban Planning (MUP).

Urban planners often turn to the legal profession for implementation of their work, and lawyers seek planners' advice in identifying present and future land use choices and regarding other development issues for public and private clients. Individuals with credentials in both areas are increasingly sought as advisors for urban policy makers and clients with urban land problems. This program is designed to provide students with the knowledge, skills and background necessary to practice both professions.

Students must be apply and be accepted to both programs separately. Hunter College admits students for either the fall or spring semester. Students typically spend their first year at BLS, followed by one year at Hunter College, and then the remaining time integrating studies by registering concurrently in both schools. Advisors at both institutions, however, will work directly with individual students to devise the most appropriate plan of study.

Students can pursue an MUP/JD on a full or part-time basis. In the MUP/JD joint program, a student may receive up to 10 of the 86 credits required for the JD degree by successfully completing approved course work in the MUP program. Similarly, a student may receive up to 15 of the 60 credits for the MUP degree by successfully completing approved law school courses. Students enrolled in the law school's full-time program may complete the requirements for both degrees in four to five years, depending on the number of summer courses. If pursued on a part-time basis, the program generally takes five to six years to complete depending on the number of summer courses. With approval, the MUP degree may be awarded in advance of the JD degree; otherwise, degrees are awarded concurrently upon completion of all degree requirements.

Urban Planning - MUP

The Master of Urban Planning program has four integrated components: a core curriculum, an area of concentration, an internship, and a studio. Its purpose is to train planners who, like their counterparts throughout the nation, have general expertise in planning theory and methods, an understanding of urban structure, specialized knowledge of a chosen planning concentration, and the skills and intellectual maturity to operate in the professional arena.

The 54-credit program is structured to provide students with the expertise essential to professional practice and to allow for flexibility to accommodate individual professional and academic aspirations. The core curriculum (21 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal and theoretical context and to teach the skills of the profession. The area of concentration (12 credits) allows for in-depth training in a specific subfield of general planning practice. The studio (6 credits) provides experience in applied planning. Unrestricted electives (12 credits) allow for the exploration of a range of planning topics in elective courses and through independent research.

In organizing their programs, students work closely with faculty advisers. Each student must also take one 3-credit internship. As interns, students may work for city and suburban planning agencies, neighborhood development groups, banks, municipal housing or budgeting units, planning journals, and other groups approved by the department. For many students, field experiences have led to full-time employment in their internship agencies after graduation. In addition, the department has periodic internal work opportunities generated by the faculty, which can count towards the internship requirement. Faculty members routinely include in their research grant proposals funds to support graduate research assistants.
The Hunter College graduate program in urban planning is accredited by the Planning Accreditation Board (PAB), which is the national accrediting body of urban planning degree programs. The PAB is sponsored by the Association of Collegiate Schools of Planning (ACSP), the American Institute of Certified Planners (AICP), and the American Planning Association (APA). Students with multiple professional interests may wish to pursue joint degree programs with other New York universities. For example, a joint master of urban planning/juris doctor, available through a cooperative program with Brooklyn Law School, allows students to earn the two degrees in four years of full-time study.

Admission Requirements

Requirements for Admission to the Planning Program

Traditionally, most applicants come from the social sciences (economics, geography, sociology, political science, and urban and American studies), engineering, and architecture. English majors and students of religion, art history, and business have also enrolled. While many students enter Hunter directly from undergraduate study, a large percentage have spent time away from school and return to develop their knowledge and expertise or to prepare for a new career. Applicants must meet the general admission requirements for Hunter graduate programs, except for the Graduate Record Examination, which is not required. The program requires a minimum GPA of 3.0 (although the program may recommend admission to students with lower GPAs when their GRE scores, documentation of professional experience in the field, or graduate-level academic work document adequate preparation to successfully pursue the degree). These requirements include the submission of transcripts and two letters of recommendation, along with a completed online application form submitted through the Hunter College Graduate Admissions Office. Applicants are encouraged to visit the department during scheduled open house sessions and to contact the program director by e-mail with specific questions. Applicants are also encouraged to reach out to individual faculty members who may share their professional or research interests.

Degree Requirements

Requirements for the Master of Urban Planning

The degree requires 54 credits of graduate study. Of these, 42 must be selected within course offerings of the Hunter College graduate program in urban planning. With the approval of the department, 12 credits may be elected from other graduate programs.

Credits are distributed as follows:

- Core Curriculum: 21 credits
- Area of Concentration: 12 credits
- Planning Studio: 6 credits
- Internship: 3 credits
- Unrestricted Electives: 12 credits

Core Curriculum

The core curriculum includes content and courses in four areas: theories and process of urban planning, urban structures, public policy and law, and planning methods and information management. Students must take required courses, except where choices are allowed. The core consists of:
**URBP 70000 - Introduction to Planning**

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

*Hours 3  
Credits 3*

**URBP 70100 - History and Theory of Urban Planning**

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

*Hours 3  
Credits 3*

**URBP 71900 - Land Use, People and the Environment**

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

*Hours 3  
Credits 3*

**URBG 70200 - Structure of the Urban Region**

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

*Hours 45 hrs,  
Credits 3 cr*

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,  
Credits 3 cr*

**URBP 71200 - Methods of Planning Analysis**
Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

Hours 3
Credits 3

Areas of Concentration

The graduate program offers the following areas of concentration: Community Planning and Advocacy (including Human Services), Sustainability and the Environment, Transportation and Infrastructure, Housing and the Built Environment (including Urban Design and Historic Preservation), Economic Development, and General Practice. Each concentration is designed to give students a working knowledge of specific foci within the field of planning. To fulfill the concentration requirement, students select four courses related to the concentration in consultation with their adviser, from the suggested list. Students with special interests may create their own concentration. In developing their programs, students may combine Hunter courses with the resources of the larger City University community or other approved institutions. Some individually tailored specializations may include Education Planning and Policy, Immigration and Global Change, and Urban Information Systems.

Representative Courses in the Areas of Concentration

Community Planning and Advocacy (including Human Services)

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,
Credits 3 cr

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45
Credits 3

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constrints, suburbanization, and secession and ask, "Is it getting better?"

URBG 76000 - Cities and Health
The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

**Hours 45**  
**Credits 3**

- URBG 787.11 - Homeless Policy  
- URBG 787.18 - Political Economy of Cities  
- URBG 787.30 - Diversity and the City  
- URBG 787.40 - Community Planning in New York City  
- URBG 787.62 - Inequality and Poverty in the US  

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy.

**Hours 45 hrs,**  
**Credits 3 cr**

**Sustainability and the Environment**

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

**Hours 3**  
**Credits 3**

**URBP 72200 - Land Use Planning Workshop**

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

*prereq: URBP 71900 or permission of the instructor*

**Hours 3 hrs**  
**Credits 3 cr**

**URBP 73400 - Environmental Planning**

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

**Hours 3 hrs**  
**Credits 3 cr**
URBP 73500 - Law of Environmental Planning

Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in formulation and implementation of environmental public policy.

*Hours 3 hrs*  
*Credits 3 cr*

- URBP 787.17 - Planning for a Sustainable Environment  
- URBG 787.71 - Environmental Justice  

- Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,*  
*Credits 3 cr*

Transportation and Infrastructure

URBP 72600 - Site Planning Workshop

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

*Hours 3 hrs*  
*Credits 3 cr*

URBP 73200 - Introduction to Transportation Planning

Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

*Hours 3 hrs*  
*Credits 3 cr*

- URBP 787.38 Public Transportation Planning  
- URBG 787.53 Physical Planning of the Waterfront  

- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,*  
*Credits 3 cr*
Housing and the Built Environment (including Urban Design and Historic Preservation)

**URBG 70200 - Structure of the Urban Region**

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

*Hours 3*  
*Credits 3*

**URBP 72300 - Introduction to Urban Design**

Analysis of three-dimensional urban space by studying methods of visual perception and notation; criteria for determining desirable spatial relationships; and means of implementing policies to achieve urban design goals.

*Hours 3 hrs*  
*Credits 3 cr*

**URBG 72500 - Infrastructure and Site Planning**

Introduction to installed infrastructure systems (water supply, sewage, roadways, etc.) and physical aspects of site development (surveying, landscaping, facilities design, environmental concerns).

*Hours 45 hrs,*  
*Credits 3 cr*

**URBP 72600 - Site Planning Workshop**

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

*Hours 3 hrs*  
*Credits 3 cr*

**URBG 72700 - Introduction to Housing**

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.
URBG 74200 - Economics of Real Estate Development

Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

Hours 45 hrs,  
Credits 3 cr

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,  
Credits 3 cr

Economic Development

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,  
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74200 - Economics of Real Estate Development

Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

Hours 45 hrs,  
Credits 3 cr

URBP 74700 - Planning in the Budget Process
Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs
Credits 3 cr

**URBG 75700 - Politics of Education**

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

*Hours 45
Credits 3

- URBG 787.18 - Political Economy of Cities
- URBG 787.30 - Diversity and the City
- URBG 787.62 - Inequality and Poverty in the US
- URBP 787.86 - Revitalizing the City
- URBG 787.88 - Economic Development Workshop
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr

**General Practice**

**URBG 72700 - Introduction to Housing**

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr

**URBP 73200 - Introduction to Transportation Planning**

Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

*Hours 3 hrs
Credits 3 cr
URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning
- URBP 787.17 - Planning for a Sustainable Environment
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration
- URBG 78700 Selected Topics in Urban Planning and Urban Affairs -or- URBP 78700 Selected Topics in Urban Planning and Urban Affairs

Planning Studio

To solidify knowledge and skills gained in the core curriculum and other courses, students are required to participate in a 6-credit planning studio. This requirement is satisfied by completion of URBP 73700 (6 credits) or URBP 73800 (Planning Studio I, 3 credits) and URBP 73900 (Planning Studio II, 3 credits), which are taken consecutively. Ordinarily students take the studio course in their second year of study or after completion of at least 27 credits of work.

Urban Policy and Leadership - MS

The 36-credit MS in Urban Policy and Leadership contains a flexible curriculum that launches students into the study of cities and the urban environment. The interdisciplinary nature of the program allows students to tailor their education to career aspirations and/or interests of their own choosing. The program is designed to accommodate both full and part time attendees. It can be completed in either two full semesters and a summer session or over a longer period of time. In combining both theory and practice, the program seeks to foster an understanding of urbanism while teaching practical skills to prepare students to be change-agents in an urban environment.

Our faculty specializes in a diverse range of urban disciplines with expertise and specializations that include: urban planning and international perspectives, history, non-profit management, governance, education, health, housing, immigration, comparative and international perspectives, non-profit management, economic development, community advocacy, transportation, environment, law, and integrated technologies and data science. The program boasts a distinguished part-time faculty, bringing years of practical experience and knowledge in both public and non-profit sectors. It is not uncommon to take courses from high level New York City professionals, practitioners and civic leaders.

Our students are drawn from a diverse population locally, nationally and internationally. While most have been out of college for some time and many are already in the midst of their careers, an increasing number are arriving one or two years out of college. Most plan or are pursuing careers in the public and non-profit sectors. Students may substitute courses from other departments and/or CUNY schools that more appropriately address their substantive interest for the course listed in each of the Required Disciplines.

Students may include a limited number of courses from other departments and/or CUNY schools that address their specific urban interests.

Requirements for Admission to the Master of Science in Urban Policy and Leadership
Applicants must meet Hunter's general graduate admission requirements, except that the Graduate Record Examination is not required. Applicants must present an undergraduate cumulative GPA of at least 3.0, including 12 or more credits in the social sciences or related fields, (although the program may recommend admission of applicants with lower GPAs when their GRE scores, professional experience in the field, or graduate-level academic work documents adequate preparation to successfully pursue the degree).

Requirements for the Master of Science in Urban Policy and Leadership

Core Requirements (12 credits)

URBG 79000 - Urban Development Workshop I

Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.

_prereq: permission of the adviser
_Credits 6 cr_

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

_prereq: permission of the director/adviser
_45 hrs,
_Credits 3 cr_

and either

URBG 70000 - Introduction to Urban Policy Processes

An introduction to policy processes in an urban context with attention to issues of formulation, functionality, evaluation and implementation. This is a core requirement for MS students in the public policy track, and an elective for others.

_Hours 3 hrs
_Credits 3 cr._

-or-

URBG 70100 - Introduction to Organization and Management for the Public and Non-Profit Sectors

An introduction to organizational structures and theories, with attention to the identification and analysis of management challenges that organizations face when seeking to carry out public purposes in urban settings. This is a core requirement for MS students in the non-profit track, and an elective for others.

_Hours 3 hrs
_Credits 3 cr._
Political Structure Requirement (3 credits)

URBG 70200 - Structure of the Urban Region

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

Hours 45 hrs,
Credits 3 cr

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

URBG 78718 - Political Economy of the City

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

Methods/Skills Requirement (6 credits)

Students must take two of the following Methods/Skills courses

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,
Credits 3 cr

GTECH 70900 - Introduction to Geographic Information Systems

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

Hours 4
Credits 3
Material Fee: $15.00
URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

Specializations (9 credits)

Students choose one 9-credit area of specialization from among: urban policy, non-profits, and neighborhood development. Or, with approval of the program adviser, students may also develop their own specialization.

Urban Policy

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

Hours 45 hrs,
Credits 3 cr

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,
Credits 3 cr

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,
Credits 3 cr

URBG 74300 - Economic Planning and Policy

Examination of public sector economic intervention and its effects. Emphasis on national manipulation of macroeconomic variables. Discussion of forces affecting inter- and intraregional location of economic activity.

Hours 45 hrs,
Credits 3 cr

URBP 74700 - Planning in the Budget Process
Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs*
*Credits 3 cr*

**URBG 74800 - Management Control of Nonprofit Organizations**

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

*Hours 45 hrs, 
*Credits 3 cr*

**URBG 75000 - Social Planning and Policy**

Examination of major social problems facing urban planners. Review of social planning theories and methods.

*Hours 45 hrs, 
*Credits 3 cr*

**URBG 75100 - Educational Planning and Policies**

Review of structure and functioning of American educational systems with analysis of major policy issues confronting them today. Examination of questions of who is to be educated for what and at what period in life.

*Hours 45 hrs, 
*Credits 3 cr*

URBG/URBP 78700 special topics course can be taken to fill the concentration.

**Neighborhood Development**

**URBG 70700 - Graphical Communication for Urban Planners**

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs, 
*Credits 3 cr*

**URBG 72700 - Introduction to Housing**

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs, 
*Credits 3 cr*

**URBG 72800 - Housing and Community Development Seminar**
Study and evaluation of public sector activities in housing market. Focus on critical housing and community development legislation and analysis of financing techniques used to stimulate private housing production.

**prereq:** URBG 72700 or permission of the adviser

**Hours 45 hrs,**

**Credits 3 cr**

**URBG 74000 - Planning for Economic Development**

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

**Hours 45 hrs,**

**Credits 3 cr**

*Open only to graduate students matriculated in Department of Urban Affairs and Planning*

**URBG 74800 - Management Control of Nonprofit Organizations**

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

**Hours 45 hrs,**

**Credits 3 cr**

**URBG 74900 - Strategic Planning for Nonprofit Organizations**

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

**Hours 45 hrs,**

**Credits 3 cr**

**URBG 75000 - Social Planning and Policy**

Examination of major social problems facing urban planners. Review of social planning theories and methods.

**Hours 45 hrs,**

**Credits 3 cr**

**URBG 75500 - Planning for Community Development and Implementation**

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

**Hours 45 hrs,**

**Credits 3 cr**

**URBG 75600 - Citizen Participation in Planning and Development**

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental
agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

URBG/URBP 78700 special topics course can be taken to fill the concentration

**Non-Profit Sector**

**URBG 70600 - Introduction to Policy Analysis**

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,
Credits 3 cr*

**URBP 74700 - Planning in the Budget Process**

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs
Credits 3 cr*

**URBG 74800 - Management Control of Nonprofit Organizations**

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

*Hours 45 hrs,
Credits 3 cr*

**URBG 74900 - Strategic Planning for Nonprofit Organizations**

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

*Hours 45 hrs,
Credits 3 cr*

**URBG 75500 - Planning for Community Development and Implementation**

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

*Hours 45 hrs,
Credits 3 cr*

**URBG 75600 - Citizen Participation in Planning and Development**
Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,
Credits 3 cr

URBG/URBP 787 Special topics course can be taken to fill the concentration

Unrestricted Electives (6 credits)

In addition, students must complete an additional 6 credits in unrestricted electives.

Total credits required: 36

Additional Courses

A wide variety of courses are offered each semester in the department, including special topics courses to meet the requirements. Students are also encouraged to consult course listings in other departments within Hunter in which to take classes that are in line with their course of study. Up to 9 credits can be taken outside the Department of Urban Policy and Planning, in other departments at Hunter or elsewhere within the CUNY system.

URBG 70000 - Introduction to Urban Policy Processes

An introduction to policy processes in an urban context with attention to issues of formulation, functionality, evaluation and implementation. This is a core requirement for MS students in the public policy track, and an elective for others.

Hours 3 hrs
Credits 3 cr.

URBG 70100 - Introduction to Organization and Management for the Public and Non-Profit Sectors

An introduction to organizational structures and theories, with attention to the identification and analysis of management challenges that organizations face when seeking to carry out public purposes in urban settings. This is a core requirement for MS students in the non-profit track, and an elective for others.

Hours 3 hrs
Credits 3 cr.

URBG 70200 - Structure of the Urban Region

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

Hours 45 hrs,
Credits 3 cr

URBG 70300 - Demographic Issues in Planning and Development
Survey of current demographic trends including national population growth, age distribution patterns and changes in household composition. Discussion of how patterns relate to planning practice.

Hours 45 hrs,
Credits 3 cr

URBG 70400 - Comparative International Planning

Comparison of approaches to urban planning in developing nations with emphasis on large-scale project planning and management. Focus on development plan as tool for resource allocation and decision-making.

Hours 45 hrs,
Credits 3 cr

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

Hours 45 hrs,
Credits 3 cr

URBG 70700 - Graphical Communication for Urban Planners

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

Hours 45 hrs,
Credits 3 cr

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,
Credits 3 cr

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

URBG 71400 - Computer Applications in Planning and Urban Affairs
Review of computers and their roles in urban professions. Survey of spreadsheets, data bases and word-processing programs as well as simple programming, computer mapping and mainframe computers.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 72500 - Infrastructure and Site Planning**

Introduction to installed infrastructure systems (water supply, sewage, roadways, etc.) and physical aspects of site development (surveying, landscaping, facilities design, environmental concerns).

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 72700 - Introduction to Housing**

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 72800 - Housing and Community Development Seminar**

Study and evaluation of public sector activities in housing market. Focus on critical housing and community development legislation and analysis of financing techniques used to stimulate private housing production.

*prereq: URBG 72700 or permission of the adviser*  
*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 72900 - International Human Settlements**

Review of habitats in urbanized world. Highlight of experience from Third World including squatting, slum upgrading, service delivery, new towns and settlement policies.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 73000 - Law of Housing and Urban Development**

Focus on legal aspects of key housing and community development policy. Examination of federal and state housing programs, landlord-tenant laws and rent controls.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 73700 - Planning Studio**

Students synthesize physical, social and economic elements of selected town or city to prepare multi functional plan to guide development.
URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,
Credits 3 cr

URBG 74200 - Economics of Real Estate Development

Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

Hours 45 hrs,
Credits 3 cr

URBG 74300 - Economic Planning and Policy

Examination of public sector economic intervention and its effects. Emphasis on national manipulation of macroeconomic variables. Discussion of forces affecting inter- and intraregional location of economic activity.

Hours 45 hrs,
Credits 3 cr

URBG 74800 - Management Control of Nonprofit Organizations

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

Hours 45 hrs,
Credits 3 cr

URBG 74900 - Strategic Planning for Nonprofit Organizations

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

Hours 45 hrs,
Credits 3 cr
URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

*Hours 45 hrs,
*Credits 3 cr

URBG 75100 - Educational Planning and Policies

Review of structure and functioning of American educational systems with analysis of major policy issues confronting them today. Examination of questions of who is to be educated for what and at what period in life.

*Hours 45 hrs,
*Credits 3 cr

URBG 75500 - Planning for Community Development and Implementation

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

*Hours 45 hrs,
*Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
*Credits 3 cr

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

URBG 77500 - Urban Affairs Internship Seminar

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

*prereq: permission of the adviser
*Hours 45 hrs,
*Credits 3 cr

URBG 77600 - Internship
Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

*prereq: URBG 77500 permission of the adviser
Hours 45 hrs,
Credits 3 cr

**URBG 77700 - Internship**

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

*prereq: URBG 77500 permission of the adviser
Hours 45 hrs,
Credits 3 cr

**URBG 77800 - Internship**

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

*prereq: URBG 77500 permission of the adviser
Hours 45 hrs,
Credits 3 cr

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr

**URBG 78718 - Political Economy of the City**

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

**URBG 79000 - Urban Development Workshop I**

Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.
URBG 79100 - Grantwriting and Fundraising Practicum

Focus on problem-solving skills used to resolve crucial issues in urban community; program development procedures including program planning, strategizing, implementation, administration and funding. Students work with selected organizational and community concerns as consultants-in-training.

Hours 45 hrs,
Credits 3 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

Hours 45 hrs,
Credits 3 cr

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45
Credits 3

URBG 76000 - Cities and Health

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

Hours 45
Credits 3

URBP 70000 - Introduction to Planning

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

Hours 3
Credits 3
URBP 70100 - History and Theory of Urban Planning

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

*Hours 3*
*Credits 3*

URBP 70500 - Introduction to the Planning Process

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy.

*Hours 3*
*Credits 3*

URBP 71100 - Planning Information

Survey of public and private data bases available to planners focusing on traditional and nontraditional sources. Exploration of utilization and implications of data.

*Hours 3*
*Credits 3*

URBP 71200 - Methods of Planning Analysis

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

*Hours 3*
*Credits 3*

URBP 71300 - Planning Methods for Optimization and Decision-making

Introduction to quantitative techniques for optimization and decision-making. Applications of techniques in planning contexts.

*Hours 3*
*Credits 3*

URBP 71600 - Participatory Planning Using GIS and the Internet

Understanding complexities associated with using GIS and other digital technologies in community organizing and urban development; intensive lab-based course

*prereq: GTECH 71000 or perm instr.*
*Credits 3*

URBP 71900 - Land Use, People and the Environment
A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

*Hours 3
Credits 3*

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

*Hours 3
Credits 3*

**URBP 72100 - Law of Land Use Regulation II**

Focus on inclusionary and exclusionary zoning; growth management; aesthetics and historic preservation; transfer of development rights; regional and state planning and development control; and tax policies and land use control.

*prereq: URBP 72000
Hours 3 hrs
Credits 3 cr*

**URBP 72200 - Land Use Planning Workshop**

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

*prereq: URBP 71900 or permission of the instructor
Hours 3 hrs
Credits 3 cr*

**URBP 72300 - Introduction to Urban Design**

Analysis of three-dimensional urban space by studying methods of visual perception and notation; criteria for determining desirable spatial relationships; and means of implementing policies to achieve urban design goals.

*Hours 3 hrs
Credits 3 cr*

**URBP 72400 - Urban Design Workshop**

Application of urban design concepts in studio setting to develop design solutions for typical physical planning problems.
prereq: URBP 72300 or permission of the instructor
Hours 3 hrs
Credits 3 cr

URBP 72600 - Site Planning Workshop

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

Hours 3 hrs
Credits 3 cr

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor
Hours 3 hrs,
Credits 3 cr

URBP 73200 - Introduction to Transportation Planning

Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

Hours 3 hrs
Credits 3 cr

URBP 73300 - Transportation Planning Methods and Models

Review of variety of transportation planning tools including highway capacity calculations, transportation impact studies, models of trip generation, trip distribution, modal split and network assignments. Presentation of related microcomputer software.

prereq: permission of the instructor
Hours 3 hrs
Credits 3 cr

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

Hours 3 hrs
Credits 3 cr

URBP 73500 - Law of Environmental Planning

Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in formulation and implementation of environmental public policy.
**URBP 73600 - Energy Planning and Policy Seminar**

Introduction to conceptual and operational aspects of plans and policies promoting the efficient use of energy in urban communities. Review of national and global energy markets and appropriate responses in transportation, housing, land use and related areas.

*Hours 3 hrs  
Credits 3 cr*

**URBP 73700 - Planning Studio**

Students synthesize physical, social and economic elements of selected town or city to prepare multifunctional plan to guide development.

*Hours 6 including conferences  
Credits 6*

**URBP 73800 - Planning Studio I**

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73900 to prepare a multifunctional plan to guide development and the fulfillment of needs.

*Credits 3*

**URBP 73900 - Planning Studio II**

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73800 to prepare a multifunctional plan to guide development and the fulfillment of needs.

*Credits 3*

**URBP 74700 - Planning in the Budget Process**

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs  
Credits 3 cr*

**URBP 78000 - Independent Research**
Supervised study of topics of special interest to advanced students.

*Hours 3 hrs*
*Credits 3 cr*
*Students may not take more than 3 credits of Independent Research per semester.*

**URBP 78100 - Independent Research**

Supervised study of topics of special interest to advanced students.

*Hours 3 hrs*
*Credits 3 cr*
*Students may not take more than 3 credits of Independent Research per semester.*

**URBP 78200 - Independent Research**

Supervised study of topics of special interest to advanced students.

*Hours 3 hrs*
*Credits 3 cr*
*Students may not take more than 3 credits of Independent Research per semester.*

**URBP 78300 - Independent Research**

Supervised study of topics of special interest to advanced students.

*Hours 3 hrs*
*Credits 3 cr*
*Students may not take more than 3 credits of Independent Research per semester.*

**URBP 78400 - Independent Study**

Supervised study of topics of special interest to advanced students.

*Credits 1 cr*
*Students may not take more than 3 credits of Independent Research per semester.*

**URBP 78500 - Independent Study**

Supervised study of topics of special interest to advanced students. Students may not take more than 3 credits of Independent Study per semester.

*Credits 2 cr*
*Students may not take more than 3 credits of Independent Research per semester.*

**URBP 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy
Programs and Courses in Urban Policy and Planning

Overview

The Department of Urban Policy and Planning offers two graduate degrees, an accredited Master of Urban Planning degree, and a Master of Science in Urban Policy and Leadership degree. Both programs combine theory and practice in order to provide students with an in-depth understanding and appreciation of urban planning and policy.

Since its creation by advocacy planner Paul Davidoff, in 1965, the department has consistently upheld a vision of urban policy and planning as multi-disciplinary fields. In keeping with this vision, the department's faculty members represent a wide range of disciplines including architecture, economics, history, political science, public health, public policy, social work, sociology and urban planning. They collectively bring a wealth of academic and professional expertise to their teaching. The programs also benefit greatly from a distinguished part-time faculty who bring practical experience and knowledge in both public and non-profit sectors into the classroom. The programs offer specialized courses in advocacy, comparative politics, economic development, education, governance, health, housing, immigration, infrastructure, policy analysis, public and nonprofit management, sustainability and the environment, transportation and urban design.

What can I do with my degree in Urban Policy and Planning?

Graduates pursue careers in the following areas: urban and regional planning, community planning and advocacy, economic development, environmental planning, transportation and infrastructure development, housing, public policy, and nonprofit management.

Urban Policy and Planning Programs and Courses

Administration and Faculty

Chair:

Professor Joseph P. Viteritti
1606 West
(212) 772-5597
jviter@hunter.cuny.edu
Department Office:
1611 West
(212) 772-5518
Website: http://www.hunterurban.org
Hours of Operation: Monday – Friday 10:00 AM – 6:00 PM

Graduate Advisers:

Prof. Nicholas Dagen Bloom, Program Director, Graduate Program in Urban Planning
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(212) 772-5518
nb2907@hunter.cuny.edu

Prof. Jill Simone Gross, Program Director, Graduate Program in Urban Policy and Leadership
1610 West
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Faculty

Master of Urban Planning/Juris Doctor

Brooklyn Law School and Hunter Urban Policy & Planning jointly sponsor a program leading to the degrees of Juris Doctor (JD) and Master of Urban Planning (MUP).

Urban planners often turn to the legal profession for implementation of their work, and lawyers seek planners' advice in identifying present and future land use choices and regarding other development issues for public and private clients. Individuals with credentials in both areas are increasingly sought as advisors for urban policy makers and clients with urban land problems. This program is designed to provide students with the knowledge, skills and background necessary to practice both professions.

Students must apply and be accepted to both programs separately. Hunter College admits students for either the fall or spring semester. Students typically spend their first year at BLS, followed by one year at Hunter College, and then the remaining time integrating studies by registering concurrently in both schools. Advisors at both institutions, however, will work directly with individual students to devise the most appropriate plan of study.

Students can pursue an MUP/JD on a full or part-time basis. In the MUP/JD joint program, a student may receive up to 10 of the 86 credits required for the JD degree by successfully completing approved course work in the MUP program. Similarly, a student may receive up to 15 of the 60 credits for the MUP degree by successfully completing approved law school courses. Students enrolled in the law school's full-time program may complete the requirements for both degrees in four to five years, depending on the number of summer courses. If pursued on a part-time basis, the program generally takes five to six years to complete depending on the number of summer courses. With approval, the MUP degree may be awarded in advance of the JD degree; otherwise, degrees are awarded concurrently upon completion of all degree requirements.

Urban Planning - MUP

The Master of Urban Planning program has four integrated components: a core curriculum, an area of concentration, an internship, and a studio. Its purpose is to train planners who, like their counterparts throughout the nation, have general
expertise in planning theory and methods, an understanding of urban structure, specialized knowledge of a chosen planning concentration, and the skills and intellectual maturity to operate in the professional arena.

The 54-credit program is structured to provide students with the expertise essential to professional practice and to allow for flexibility to accommodate individual professional and academic aspirations. The core curriculum (21 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal and theoretical context and to teach the skills of the profession. The area of concentration (12 credits) allows for in-depth training in a specific subfield of general planning practice. The studio (6 credits) provides experience in applied planning. Unrestricted electives (12 credits) allow for the exploration of a range of planning topics in elective courses and through independent research.

In organizing their programs, students work closely with faculty advisers. Each student must also take one 3-credit internship. As interns, students may work for city and suburban planning agencies, neighborhood development groups, banks, municipal housing or budgeting units, planning journals, and other groups approved by the department. For many students, field experiences have led to full-time employment in their internship agencies after graduation. In addition, the department has periodic internal work opportunities generated by the faculty, which can count towards the internship requirement. Faculty members routinely include in their research grant proposals funds to support graduate research assistants.

The Hunter College graduate program in urban planning is accredited by the Planning Accreditation Board (PAB), which is the national accrediting body of urban planning degree programs. The PAB is sponsored by the Association of Collegiate Schools of Planning (ACSP), the American Institute of Certified Planners (AICP), and the American Planning Association (APA). Students with multiple professional interests may wish to pursue joint degree programs with other New York universities. For example, a joint master of urban planning/juris doctor, available through a cooperative program with Brooklyn Law School, allows students to earn the two degrees in four years of full-time study.

Admission Requirements

Requirements for Admission to the Planning Program

Traditionally, most applicants come from the social sciences (economics, geography, sociology, political science, and urban and American studies), engineering, and architecture. English majors and students of religion, art history, and business have also enrolled. While many students enter Hunter directly from undergraduate study, a large percentage have spent time away from school and return to develop their knowledge and expertise or to prepare for a new career. Applicants must meet the general admission requirements for Hunter graduate programs, except for the Graduate Record Examination, which is not required. The program requires a minimum GPA of 3.0 (although the program may recommend admission to students with lower GPAs when their GRE scores, documentation of professional experience in the field, or graduate-level academic work document adequate preparation to successfully pursue the degree). These requirements include the submission of transcripts and two letters of recommendation, along with a completed online application form submitted through the Hunter College Graduate Admissions Office. Applicants are encouraged to visit the department during scheduled open house sessions and to contact the program director by e-mail with specific questions. Applicants are also encouraged to reach out to individual faculty members who may share their professional or research interests.

Degree Requirements

Requirements for the Master of Urban Planning

The degree requires 54 credits of graduate study. Of these, 42 must be selected within course offerings of the Hunter College graduate program in urban planning. With the approval of the department, 12 credits may be elected from other graduate programs.
Credits are distributed as follows:

Core Curriculum 21 credits
Area of Concentration 12 credits
Planning Studio 6 credits
Internship 3 credits
Unrestricted Electives 12 credits

Core Curriculum

The core curriculum includes content and courses in four areas: theories and process of urban planning, urban structures, public policy and law, and planning methods and information management. Students must take required courses, except where choices are allowed. The core consists of:

**URBP 70000 - Introduction to Planning**

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

*Hours 3  
Credits 3*

**URBP 70100 - History and Theory of Urban Planning**

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

*Hours 3  
Credits 3*

**URBP 71900 - Land Use, People and the Environment**

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

*Hours 3  
Credits 3*

**URBG 70200 - Structure of the Urban Region**
Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

*Hours 45 hrs,
Credits 3 cr*

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

**URBP 71200 - Methods of Planning Analysis**

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

*Hours 3
Credits 3*

**Areas of Concentration**

The graduate program offers the following areas of concentration: Community Planning and Advocacy (including Human Services), Sustainability and the Environment, Transportation and Infrastructure, Housing and the Built Environment (including Urban Design and Historic Preservation), Economic Development, and General Practice. Each concentration is designed to give students a working knowledge of specific foci within the field of planning. To fulfill the concentration requirement, students select four courses related to the concentration in consultation with their adviser, from the suggested list. Students with special interests may create their own concentration. In developing their programs, students may combine Hunter courses with the resources of the larger City University community or other approved institutions. Some individually tailored specializations may include Education Planning and Policy, Immigration and Global Change, and Urban Information Systems.

**Representative Courses in the Areas of Concentration**

**Community Planning and Advocacy (including Human Services)**

**URBG 75600 - Citizen Participation in Planning and Development**

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

**URBG 75700 - Politics of Education**
Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

*Hours 45*
*Credits 3*

**URBG 75800 - Governing the City**

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

**URBG 76000 - Cities and Health**

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

*Hours 45*
*Credits 3*

- URBG 787.11 - Homeless Policy
- URBG 787.18 - Political Economy of Cities
- URBG 787.30 - Diversity and the City
- URBG 787.40 - Community Planning in New York City
- URBG 787.62 - Inequality and Poverty in the US

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,*
*Credits 3 cr*

**Sustainability and the Environment**

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

*Hours 3*
*Credits 3*
URBP 72200 - Land Use Planning Workshop

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

prereq: URBP 71900 or permission of the instructor

Hours 3 hrs
Credits 3 cr

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

Hours 3 hrs
Credits 3 cr

URBP 73500 - Law of Environmental Planning

Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in formulation and implementation of environmental public policy.

Hours 3 hrs
Credits 3 cr

URBP 787.17 - Planning for a Sustainable Environment

URBG 787.71 - Environmental Justice

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,
Credits 3 cr

Transportation and Infrastructure

URBP 72600 - Site Planning Workshop

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

Hours 3 hrs
Credits 3 cr

URBP 73200 - Introduction to Transportation Planning
Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

Hours 3 hrs  
Credits 3 cr

- URBP 787.38 Public Transportation Planning
- URBG 787.53 Physical Planning of the Waterfront
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,  
Credits 3 cr

**Housing and the Built Environment (including Urban Design and Historic Preservation)**

**URBG 70200 - Structure of the Urban Region**

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

Hours 45 hrs,  
Credits 3 cr

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

Hours 3  
Credits 3

**URBP 72300 - Introduction to Urban Design**

Analysis of three-dimensional urban space by studying methods of visual perception and notation; criteria for determining desirable spatial relationships; and means of implementing policies to achieve urban design goals.

Hours 3 hrs  
Credits 3 cr

**URBG 72500 - Infrastructure and Site Planning**

Introduction to installed infrastructure systems (water supply, sewage, roadways, etc.) and physical aspects of site development (surveying, landscaping, facilities design, environmental concerns).
URBP 72600 - Site Planning Workshop

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

Hours 45 hrs,  
Credits 3 cr

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

Hours 45 hrs,  
Credits 3 cr

URBG 74200 - Economics of Real Estate Development

Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

Hours 45 hrs,  
Credits 3 cr

• URBG 787.01 Housing in the Global City
• URBP 787.1B Urban Spaces and the Public Sphere
• URBP 787.1C Urban Form and Zoning in New York City
• URBP 787.1K Gentrification: Roots and Remedies
• URBG 787.11 Homeless Policy
• URBG 787.12 Regulating Urban Form
• URBP 787.83 Preserving the City
• URBG 787.99 Politics of Gentrification
• Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,  
Credits 3 cr

Economic Development

URBG 74000 - Planning for Economic Development
Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning

**URBG 74200 - Economics of Real Estate Development**

Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

Hours 45 hrs,
Credits 3 cr

**URBP 74700 - Planning in the Budget Process**

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 3 hrs
Credits 3 cr

**URBG 75700 - Politics of Education**

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45
Credits 3

- URBG 787.18 - Political Economy of Cities
- URBG 787.30 - Diversity and the City
- URBG 787.62 - Inequality and Poverty in the US
- URBP 787.86 - Revitalizing the City
- URBG 787.88 - Economic Development Workshop
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,
Credits 3 cr

General Practice
URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

Hours 45 hrs,
Credits 3 cr

URBP 73200 - Introduction to Transportation Planning

Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

Hours 3 hrs
Credits 3 cr

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning

- URBG 787.17 - Planning for a Sustainable Environment
- Selected Topics in Urban Planning and Urban Policy can be taken to complete the concentration
- URBG 78700 Selected Topics in Urban Planning and Urban Affairs -or- URBP 78700 Selected Topics in Urban Planning and Urban Affairs

Planning Studio

To solidify knowledge and skills gained in the core curriculum and other courses, students are required to participate in a 6-credit planning studio. This requirement is satisfied by completion of URBP 73700 (6 credits) or URBP 73800 (Planning Studio I, 3 credits) and URBP 73900 (Planning Studio II, 3 credits), which are taken consecutively. Ordinarily students take the studio course in their second year of study or after completion of at least 27 credits of work.

Urban Policy and Leadership - MS

The 36-credit MS in Urban Policy and Leadership contains a flexible curriculum that launches students into the study of cities and the urban environment. The interdisciplinary nature of the program allows students to tailor their education to career aspirations and/or interests of their own choosing. The program is designed to accommodate both full and part time attendees. It can be completed in either two full semesters and a summer session or over a longer period of time. In combining both theory and practice, the program seeks to foster an understanding of urbanism while teaching practical skills to prepare students to be change-agents in an urban environment.

Our faculty specializes in a diverse range of urban disciplines with expertise and specializations that include: urban planning and international perspectives d history, non-profit management, governance, education, health, housing, immigration, comparative and international perspectives, non-profit management, economic development, community advocacy, transportation, environment, law, and integrated technologies and data science. The program boasts a
distinguished part-time faculty, bringing years of practical experience and knowledge in both public and non-profit sectors. It is not uncommon to take courses from high level New York City professionals, practitioners and civic leaders.

Our students are drawn from a diverse population locally, nationally and internationally. While most have been out of college for some time and many are already in the midst of their careers, an increasing number are arriving one or two years out of college. Most plan or are pursuing careers in the public and non-profit sectors. Students may substitute courses from other departments and/or CUNY schools that more appropriately address their substantive interest for the course listed in each of the Required Disciplines.

Students may include a limited number of courses from other departments and/or CUNY schools that address their specific urban interests.

Requirements for Admission to the Master of Science in Urban Policy and Leadership

Applicants must meet Hunter's general graduate admission requirements, except that the Graduate Record Examination is not required. Applicants must present an undergraduate cumulative GPA of at least 3.0, including 12 or more credits in the social sciences or related fields, (although the program may recommend admission of applicants with lower GPAs when their GRE scores, professional experience in the field, or graduate-level academic work documents adequate preparation to successfully pursue the degree).

Requirements for the Master of Science in Urban Policy and Leadership

Core Requirements (12 credits)

URBG 79000 - Urban Development Workshop I

Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.

 prerequisite: permission of the adviser
 Credits 6 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

 prerequisite: permission of the director/ adviser
 Hours 45 hrs,
 Credits 3 cr
 and either

URBG 70000 - Introduction to Urban Policy Processes
An introduction to policy processes in an urban context with attention to issues of formulation, functionality, evaluation and implementation. This is a core requirement for MS students in the public policy track, and an elective for others.

*Hours 3 hrs  
Credits 3 cr.*

-or-

**URBG 70100 - Introduction to Organization and Management for the Public and Non-Profit Sectors**

An introduction to organizational structures and theories, with attention to the identification and analysis of management challenges that organizations face when seeking to carry out public purposes in urban settings. This is a core requirement for MS students in the non-profit track, and an elective for others.

*Hours 3 hrs  
Credits 3 cr.*

**Political Structure Requirement (3 credits)**

**URBG 70200 - Structure of the Urban Region**

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

*Hours 45 hrs,  
Credits 3 cr*

**URBG 75800 - Governing the City**

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constrints, suburbanization, and secession and ask, "Is it getting better?"

**URBG 78718 - Political Economy of the City**

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

**Methods/Skills Requirement (6 credits)**

Students must take two of the following Methods/Skills courses

**URBG 71000 - Urban Data Analysis**
Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,*  
*Credits 3 cr*

**GTECH 70900 - Introduction to Geographic Information Systems**

Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

*Hours 4*  
*Credits 3*  
*Material Fee: $15.00*

**URBG 71300 - Introduction to Qualitative Research Methods**

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

*Credits 3*

**Specializations (9 credits)**

Students choose one 9-credit area of specialization from among: urban policy, non-profits, and neighborhood development. Or, with approval of the program adviser, students may also develop their own specialization.

**Urban Policy**

**URBG 70600 - Introduction to Policy Analysis**

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 74100 - Employment Planning and Policies**
Examination of structural changes in American economy and the implications for public policy and planning.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 74300 - Economic Planning and Policy**

Examination of public sector economic intervention and its effects. Emphasis on national manipulation of macroeconomic variables. Discussion of forces affecting inter- and intraregional location of economic activity.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBP 74700 - Planning in the Budget Process**

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs*  
*Credits 3 cr*

**URBG 74800 - Management Control of Nonprofit Organizations**

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 75000 - Social Planning and Policy**

Examination of major social problems facing urban planners. Review of social planning theories and methods.

*Hours 45 hrs,*  
*Credits 3 cr*

**URBG 75100 - Educational Planning and Policies**

Review of structure and functioning of American educational systems with analysis of major policy issues confronting them today. Examination of questions of who is to be educated for what and at what period in life.

*Hours 45 hrs,*  
*Credits 3 cr*  

URBG/URBP 78700 special topics course can be taken to fill the concentration.

**Neighborhood Development**

**URBG 70700 - Graphical Communication for Urban Planners**
Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

Hours 45 hrs,
Credits 3 cr

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

Hours 45 hrs,
Credits 3 cr

URBG 72800 - Housing and Community Development Seminar

Study and evaluation of public sector activities in housing market. Focus on critical housing and community development legislation and analysis of financing techniques used to stimulate private housing production.

prereq: URBG 72700 or permission of the adviser

Hours 45 hrs,
Credits 3 cr

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,
Credits 3 cr

Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74800 - Management Control of Nonprofit Organizations

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

Hours 45 hrs,
Credits 3 cr

URBG 74900 - Strategic Planning for Nonprofit Organizations

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

Hours 45 hrs,
Credits 3 cr

URBG 75000 - Social Planning and Policy
Examination of major social problems facing urban planners. Review of social planning theories and methods.

*Hours 45 hrs,
*Credits 3 cr*

**URBG 75500 - Planning for Community Development and Implementation**

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

*Hours 45 hrs,
*Credits 3 cr*

**URBG 75600 - Citizen Participation in Planning and Development**

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
*Credits 3 cr*

URBG/URBP 78700 special topics course can be taken to fill the concentration

**Non-Profit Sector**

**URBG 70600 - Introduction to Policy Analysis**

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,
*Credits 3 cr*

**URBP 74700 - Planning in the Budget Process**

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 3 hrs
*Credits 3 cr*

**URBG 74800 - Management Control of Nonprofit Organizations**

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

*Hours 45 hrs,
*Credits 3 cr*

**URBG 74900 - Strategic Planning for Nonprofit Organizations**
Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

*Hours 45 hrs,*
*Credits 3 cr*

**URBG 75500 - Planning for Community Development and Implementation**

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

*Hours 45 hrs,*
*Credits 3 cr*

**URBG 75600 - Citizen Participation in Planning and Development**

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,*
*Credits 3 cr*

URBG/URBP 787 Special topics course can be taken to fill the concentration

**Unrestricted Electives (6 credits)**

In addition, students must complete an additional 6 credits in unrestricted electives.

**Total credits required: 36**

**Additional Courses**

A wide variety of courses are offered each semester in the department, including special topics courses to meet the requirements. Students are also encouraged to consult course listings in other departments within Hunter in which to take classes that are in line with their course of study. Up to 9 credits can be taken outside the Department of Urban Policy and Planning, in other departments at Hunter or elsewhere within the CUNY system.

**URBG 70000 - Introduction to Urban Policy Processes**

An introduction to policy processes in an urban context with attention to issues of formulation, functionality, evaluation and implementation. This is a core requirement for MS students in the public policy track, and an elective for others.

*Hours 3 hrs*
*Credits 3 cr.*

**URBG 70100 - Introduction to Organization and Management for the Public and Non-Profit Sectors**
An introduction to organizational structures and theories, with attention to the identification and analysis of management challenges that organizations face when seeking to carry out public purposes in urban settings. This is a core requirement for MS students in the non-profit track, and an elective for others.

*Hours 3 hrs
*Credits 3 cr.

**URBG 70200 - Structure of the Urban Region**

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

*Hours 45 hrs,
*Credits 3 cr

**URBG 70300 - Demographic Issues in Planning and Development**

Survey of current demographic trends including national population growth, age distribution patterns and changes in household composition. Discussion of how patterns relate to planning practice.

*Hours 45 hrs,
*Credits 3 cr

**URBG 70400 - Comparative International Planning**

Comparison of approaches to urban planning in developing nations with emphasis on large-scale project planning and management. Focus on development plan as tool for resource allocation and decision-making.

*Hours 45 hrs,
*Credits 3 cr

**URBG 70600 - Introduction to Policy Analysis**

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,
*Credits 3 cr

**URBG 70700 - Graphical Communication for Urban Planners**

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs,
*Credits 3 cr

**URBG 71000 - Urban Data Analysis**

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.
URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

URBG 71400 - Computer Applications in Planning and Urban Affairs

Review of computers and their roles in urban professions. Survey of spreadsheets, data bases and word-processing programs as well as simple programming, computer mapping and mainframe computers.

Hours 45 hrs,
Credits 3 cr

URBG 72500 - Infrastructure and Site Planning

Introduction to installed infrastructure systems (water supply, sewage, roadways, etc.) and physical aspects of site development (surveying, landscaping, facilities design, environmental concerns).

Hours 45 hrs,
Credits 3 cr

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

Hours 45 hrs,
Credits 3 cr

URBG 72800 - Housing and Community Development Seminar

Study and evaluation of public sector activities in housing market. Focus on critical housing and community development legislation and analysis of financing techniques used to stimulate private housing production.

prereq: URBG 72700 or permission of the adviser

Hours 45 hrs,
Credits 3 cr

URBG 72900 - International Human Settlements

Review of habitats in urbanized world. Highlight of experience from Third World including squatting, slum upgrading, service delivery, new towns and settlement policies.
URBG 73000 - Law of Housing and Urban Development

Focus on legal aspects of key housing and community development policy. Examination of federal and state housing programs, landlord-tenant laws and rent controls.

Hours 45 hrs,
Credits 3 cr

URBG 73700 - Planning Studio

Students synthesize physical, social and economic elements of selected town or city to prepare multi functional plan to guide development.

Hours 90 hours including conferences,
Credits 6 cr

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,
Credits 3 cr

URBG 74200 - Economics of Real Estate Development

Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

Hours 45 hrs,
Credits 3 cr

URBG 74300 - Economic Planning and Policy

Examination of public sector economic intervention and its effects. Emphasis on national manipulation of macroeconomic variables. Discussion of forces affecting inter- and intraregional location of economic activity.

Hours 45 hrs,
Credits 3 cr
URBG 74800 - Management Control of Nonprofit Organizations

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

Hours 45 hrs,
Credits 3 cr

URBG 74900 - Strategic Planning for Nonprofit Organizations

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

Hours 45 hrs,
Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,
Credits 3 cr

URBG 75100 - Educational Planning and Policies

Review of structure and functioning of American educational systems with analysis of major policy issues confronting them today. Examination of questions of who is to be educated for what and at what period in life.

Hours 45 hrs,
Credits 3 cr

URBG 75500 - Planning for Community Development and Implementation

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

Hours 45 hrs,
Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,
Credits 3 cr

URBG 75800 - Governing the City
This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constrints, suburbanization, and secession and ask, "Is it getting better?"

**URBG 77500 - Urban Affairs Internship Seminar**

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

*prereq: permission of the adviser
Hours 45 hrs,
Credits 3 cr*

**URBG 77600 - Internship**

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

*prereq: URBG 77500 permission of the adviser
Hours 45 hrs,
Credits 3 cr*

**URBG 77700 - Internship**

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

*prereq: URBG 77500 permission of the adviser
Hours 45 hrs,
Credits 3 cr*

**URBG 77800 - Internship**

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

*prereq: URBG 77500 permission of the adviser
Hours 45 hrs,
Credits 3 cr*

**URBG 78700 - Selected Topics in Urban Planning and Urban Affairs**

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr*

**URBG 78718 - Political Economy of the City**
The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

URBG 79000 - Urban Development Workshop I

Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.

prereq: permission of the adviser
Credits 6 cr

URBG 79100 - Grantwriting and Fundraising Practicum

Focus on problem-solving skills used to resolve crucial issues in urban community; program development procedures including program planning, strategizing, implementation, administration and funding. Students work with selected organizational and community concerns as consultants-in-training.

prereq: permission of the adviser
Hours 45 hrs,
Credits 3 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser
Hours 45 hrs,
Credits 3 cr

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45
Credits 3

URBG 76000 - Cities and Health

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical
relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

Hours 45
Credits 3

**URBP 70000 - Introduction to Planning**

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

Hours 3
Credits 3

**URBP 70100 - History and Theory of Urban Planning**

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

Hours 3
Credits 3

**URBP 70500 - Introduction to the Planning Process**

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy.

Hours 3
Credits 3

**URBP 71100 - Planning Information**

Survey of public and private data bases available to planners focusing on traditional and nontraditional sources. Exploration of utilization and implications of data.

Hours 3
Credits 3

**URBP 71200 - Methods of Planning Analysis**

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

Hours 3
Credits 3

**URBP 71300 - Planning Methods for Optimization and Decision-making**
Introduction to quantitative techniques for optimization and decision-making. Applications of techniques in planning contexts.

Hours 3  
Credits 3

**URBP 71600 - Participatory Planning Using GIS and the Internet**

Understanding complexities associated with using GIS and other digital technologies in community organizing and urban development; intensive lab-based course

prereq: GTECH 71000 or perm instr.  
Credits 3

**URBP 71900 - Land Use, People and the Environment**

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

Hours 3  
Credits 3

**URBP 72000 - Law of Land Use Regulation I**

Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

Hours 3  
Credits 3

**URBP 72100 - Law of Land Use Regulation II**

Focus on inclusionary and exclusionary zoning; growth management; aesthetics and historic preservation; transfer of development rights; regional and state planning and development control; and tax policies and land use control.

prereq: URBP 72000  
Hours 3 hrs  
Credits 3 cr

**URBP 72200 - Land Use Planning Workshop**

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

prereq: URBP 71900 or permission of the instructor
URBP 72300 - Introduction to Urban Design

Analysis of three-dimensional urban space by studying methods of visual perception and notation; criteria for determining desirable spatial relationships; and means of implementing policies to achieve urban design goals.

Hours 3 hrs
Credits 3 cr

URBP 72400 - Urban Design Workshop

Application of urban design concepts in studio setting to develop design solutions for typical physical planning problems.

prereq: URBP 72300 or permission of the instructor

Hours 3 hrs
Credits 3 cr

URBP 72600 - Site Planning Workshop

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

Hours 3 hrs
Credits 3 cr

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor

Hours 3 hrs,
Credits 3 cr

URBP 73200 - Introduction to Transportation Planning

Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

Hours 3 hrs
Credits 3 cr

URBP 73300 - Transportation Planning Methods and Models

Review of variety of transportation planning tools including highway capacity calculations, transportation impact studies, models of trip generation, trip distribution, modal split and network assignments. Presentation of related microcomputer software.
prereq: permission of the instructor

**URBP 73400 - Environmental Planning**

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

*Hours 3 hrs
Credits 3 cr*

**URBP 73500 - Law of Environmental Planning**

Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in formulation and implementation of environmental public policy.

*Hours 3 hrs
Credits 3 cr*

**URBP 73600 - Energy Planning and Policy Seminar**

Introduction to conceptual and operational aspects of plans and policies promoting the efficient use of energy in urban communities. Review of national and global energy markets and appropriate responses in transportation, housing, land use and related areas.

*Hours 3 hrs
Credits 3 cr*

**URBP 73700 - Planning Studio**

Students synthesize physical, social and economic elements of selected town or city to prepare multifunctional plan to guide development.

*Hours 6 including conferences
Credits 6*

**URBP 73800 - Planning Studio I**

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73900 to prepare a multifunctional plan to guide development and the fulfillment of needs.

Credits 3

**URBP 73900 - Planning Studio II**

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73800 to prepare a multifunctional plan to guide
development and the fulfillment of needs.

Credits 3

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 3 hrs
Credits 3 cr

URBP 78000 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 3 hrs
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.

URBP 78100 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 3 hrs
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.

URBP 78200 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 3 hrs
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.

URBP 78300 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 3 hrs
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.

URBP 78400 - Independent Study

Supervised study of topics of special interest to advanced students.

Credits 1 cr
Students may not take more than 3 credits of Independent Research per semester.
URBP 78500 - Independent Study

Supervised study of topics of special interest to advanced students. Students may not take more than 3 credits of Independent Study per semester.

*Credits 2 cr*
*Students may not take more than 3 credits of Independent Research per semester.*

URBP 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Cross-listed URBG 78700*

### Programs and Courses Romance Languages

#### Romance Languages

**OVERVIEW**

The Department of Romance Languages' Graduate Division offers MA degrees in French, Italian, and Spanish as a terminal degree or as a preparation for a doctoral program in the respective areas. The Department also offers an MA/TEP (Teacher Education Program) in each language in conjunction with the School of Education. This MA/TEP Program is designed to prepare candidates to teach in elementary and secondary schools. The department enjoys the teaching and scholarship of professors who have acquired high reputation in their respective fields.

#### What can I do with my degree in Romance Languages?

The MA programs in languages prepare students for both teaching and research in language and literature. The MA/TEP Program is designed to prepare candidates to teach in elementary and secondary schools.

#### Programs and Courses

- Adolescent French - MA / Advanced Certificate
- Adolescent Italian - MA / Advanced Certificate
- Adolescent Spanish - MA / Advanced Certificate

#### Doctor of Philosophy

CUNY Graduate Center offers a PhD in French and in Iberian and Latin American Studies.

#### Administration and Faculty

Chair:
Faculty

Romance Languages Faculty

French - MA

The master's degree in French provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities. The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

Requirements for Admission

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

Requirements for MA

1. Courses

A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. Languages

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.
3. Comprehensive Examination

Candidates must pass a written examination on the field of study, in the language of specialization.

4. Master's essay

The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

**Italian - MA**

The master's degree in Italian provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities. The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

**Requirements for Admission**

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

**Requirements for MA**

1. Courses

A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. Languages

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. Comprehensive Examination

Candidates must pass a written examination on the field of study, in the language of specialization.

4. Master's essay

The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.
Spanish - MA

The master's degree in Spanish provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities. The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

Requirements for Admission

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

Requirements for MA

1. Courses

A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. Languages

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. Comprehensive Examination

Candidates must pass a written examination on the field of study, in the language of specialization.

4. Master's essay

The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

FREN 60000 - Basic Course in French for Graduate Students

FREN 61100 - Explication de Texte

FREN 62100 - Genre Studies I: French Poetry

FREN 62200 - Genre Studies II: The Theatre in France
FREN 62300 - Genre Studies III: The French Novel

FREN 62400 - Literature of Ideas

FREN 70100 - History of the French Language

Hours 30 hrs plus conferences,
Credits 3 cr

FREN 70200 - Studies in French Criticism

FREN 70800 - Methods of Research

FREN 71100 - Medieval French Literature

FREN 71200 - Medieval French Literature II

FREN 72100 - French Poetry of 16th Century Classical and Italian Influences

The Lyons poets, the Pléiade, Protestant poets.

Hours 30 hrs plus conferences,
Credits 3 cr

FREN 72200 - Rabelais and Montaigne

FREN 72500 - Main Currents of French Renaissance

Study of different aspects of French Renaissance in the works of major authors.

Hours 30 hrs plus conferences,
Credits 3 cr

FREN 73100 - Descartes and Pascal

FREN 73200 - French Tragedy of 17th Century

Study of characteristics of French tragic theatre from Baroque to Classicism. Emphasis on plays and prefaces of Corneille and Racine.

Hours 30 hrs plus conferences,
Credits 3 cr

FREN 73300 - Theatre of Molière

Analysis of major plays. Discussion of theatrical life of the period.
FREN 73400 - French Moralists of Classical Period

Works by such authors as La Rochefoucauld, Bossuet, La Fontaine, Madame de Sévigné, Fénélon, La Bruyère, Saint-Simon.

FREN 74100 - Diderot

Study of novels and aesthetic and philosophical theories. Diderot's influence through the Encyclopédie.

FREN 74200 - Voltaire and Rousseau

FREN 75000 - Era of Chateaubriand

FREN 75100 - Romanticism and the Parnasse

FREN 75200 - French Poetry from Baudelaire to Symbolism

FREN 75300 - Balzac and Stendhal

Major novels of Balzac and Stendhal. Comparative analysis of their themes, and narrative techniques. Study of intellectual, social and political trends of the period.

FREN 75400 - Flaubert, Zola, and Maupassant

Analysis of selected works. Study of Realism and Naturalism and their impact on French fiction.

FREN 75500 - French Fiction from Romanticism to the Decadence

**FREN 75600 - 19th-Century French Theatre**

Main trends from Melodrama to Théâtre Libre. Readings from Pixérécourt, Hugo, Vigny, Musset, Scribe, Labiche, Dumas fils, Sardou, Becque, Feydeau, Maeterlinck, Courteline. Study of dramatic theory and styles of theatrical production.

*Hours 30 hrs plus conferences,*
*Credits 3*

**FREN 76000 - Aspects of 20th-Century French Fiction**

Analysis and discussion of novels by Mauriac, Duhamel, Alain-Fournier, Rolland, Colette, Saint-Exupéry, Malraux, Sartre, Camus and le Nouveau roman.

*Hours 30 hrs plus conferences,*
*Credits 3 cr*
*(For Gide and Proust, see FREN 76100.)*

**FREN 76100 - Gide and Proust**

Analysis of authors' major fiction. Study of their style and creative process.

*Hours 30 hrs plus conferences,*
*Credits 3 cr*

**FREN 76300 - Major Currents of Modern French Poetry**

**FREN 76500 - Aspects of Modern French Theatre**

Analysis and discussion of plays by such authors as Claudel, Giraudoux, Romains, Montherlant, Anouilh, Sartre, Camus, Beckett, Ionesco, Duras.

*Hours 30 hrs plus conferences,*
*Credits 3 cr*

**FREN 79100 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,*
*Credits 3 cr*

**FREN 79200 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,*
*Credits 3 cr*

**FREN 79300 - Special Topics in French Literature**
Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 79400 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 79500 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 79600 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 79700 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 79800 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 79900 - Special Topics in French Literature**

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

Hours 30 hrs plus conferences,
Credits 3 cr

**FREN 79903 - Independent Study in French Literature**

**ITAL 70100 - History of the Italian Language**
ITAL 70200 - Writing and Reading Workshop in Italian Literature, Art, and Film

Advanced laboratory of writing and reading in Italian through the study of verbal and visual media.

ITAL 71000 - Dante’s Inferno

ITAL 71100 - Italian Literature from its Origins to 13th Century

ITAL 71200 - Dante’s Vita nuova and Inferno

Dante’s works in the political and intellectual context of Medieval Europe.

ITAL 71300 - Dante’s Purgatorio

Intensive study of the cantica’s background, symbolism, poetical significance and content.

ITAL 71400 - Dante’s Paradiso

A study of the Paradiso’s poetics, its theo-philosophical and cosmological content.

ITAL 71500 - Petrarch’s Poetry in Motion

Study of the formal and thematic features of Petrarch’s poetry and prose, with particular attention to the role of change in his Canzoniere.

prereq: Approval of graduate adviser required

ITAL 71600 - Boccaccio’s Decameron and Other Works
ITAL 72000 - Dante's Prose Works

Literary, historical and philosophical analysis of Vita nuova, Convivio, De vulgari eloquentia and Monarchia.

ITAL 72100 - Ariosto

Analysis of Orlando furioso, Satire and theatre.

ITAL 72200 - Machiavelli: Political Theorist and Moralist

Study of Istorie fiorentine, Lettere, Mandragola, Principe and Discorsi.

ITAL 72300 - Poets, Philosophers, Historians and Scientists of the Baroque

ITAL 72400 - Lorenzo de' Medici and His Circle

ITAL 72500 - Tasso's Gerusalemme liberata

Study of Tasso's epic poem and related linguistic, historical and philosophical issues.

ITAL 72600 - Italian Theatre I – From Machiavelli to Alfieri

Study of Renaissance comedy, Commedia dell'arte, Goldoni, Alfieri.

ITAL 72700 - Italian Theatre II – From Manzoni to Contemporaries

Study of theatre from Risorgimento to D'Annunzio, Pirandello and contemporary playwrights.
ITAL 75100 - Pre-Risorgimento Period

ITAL 75200 - Art and Humanism of Manzoni

Study of the Promessi sposi and poetic, dramatic, and critical works.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

ITAL 75300 - Foscolo and Leopardi

ITAL 75400 - Carducci, D'Annunzio, Pascoli

Representative poetic, dramatic and narrative works.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

ITAL 75500 - Leopardi

Study of poetry and prose. Art of Leopardi in Italian and European context.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

ITAL 75600 - Neoclassical Tradition from Parini to D'Annunzio

ITAL 76000 - Independent Research in Italian Literature

*Hours 30 hrs plus conferences,  
Credits 3 cr*

ITAL 76200 - Italian Novel and Theatre Since 1900

ITAL 76300 - Modern Italian Novel From Verga's I Malavoglia to Novels of Moravia

Novel and modern Italian society; novel as art form in the 20th century.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

ITAL 76400 - Modern Italian Poetry

From Pascoli to the present. Particular attention to Ungaretti, Montale, Quasimodo, and Spaziani.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

ITAL 76500 - Croce and His Contemporaries
Study of impact of Croce and his contemporaries on Italian literature, philosophy, and theory of history.

_Hours 30 hrs plus conferences,
_Credits 3 cr_

ITAL 79100 - Studies in History of Italian Theatre

ITAL 79300 - Special Topics in Italian Literature

_Hours 30 hrs plus conferences,
_Credits 3 cr_

ITAL 79900 - Thesis Seminar

Individual research under guidance of faculty member. To be taken concurrently with preparation of master's essay.

_Credits 3 cr_

RLNG 70100 - Introduction to Romance Linguistics I

Comparative study of evolution of French, Italian, and Spanish.

_Hours 30 hrs plus conferences,
_Credits 3 cr_
_(Required for MA in Arts and Sciences, if RLNG 70200 is not taken.)_

RLNG 70200 - Introduction to Romance Linguistics II

Development of phonology and morphology. Schools and theories of Romance linguistics.

_Hours 30 hrs plus conferences,
_Credits 3 cr_
_May be taken independently of RLNG 70100.

SPAN 60100 - Advanced to Superior Spanish Grammar & Writing

SPAN 601 is designed to foster the transition from Advanced to Superior level writing ability as defined by the American Council on the Teaching of Foreign Language (i.e., descriptions, narrations, and expositions to essays consisting of analyses and argumentation) in Spanish. Multiple readings on topics of current and general interest (education, immigration/multiculturalism, gender/the family, power/politics, communication, nature/technology and science) are analyzed to serve as models for assignments consisting of brief but formal academic papers. SPAN 601 also emphasizes Superior level grammar, linguistic functions, and stylistic and rhetorical conventions.

_Hours 3 hrs
_Credits 3 cr.

SPAN 61100 - Literature of the Spanish Renaissance and the Counter-Reformation

SPAN 61200 - Major Authors of Spanish Baroque
SPAN 61400 - Spanish Literature of 19th Century

SPAN 61500 - Contemporary Spanish Literature

SPAN 61600 - Spanish-American Literature from Its Origin Through Romanticism and Realism

SPAN 61700 - Spanish-American Literature: Modernismo and Contemporary Trends

SPAN 62100 - Main Trends in Spanish Thought and Art

SPAN 62200 - Main Trends in Latin-American Thought and Art

SPAN 70100 - History of the Spanish Language

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 70400 - Spanish Theatre from the 19th Century to the Present

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 70500 - Lyric Poetry from Garcilaso to Gongora

Main currents in Spanish poetry during Renaissance, Counter-Reformation, and Baroque periods.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 71100 - Spanish Poetry of Middle Ages

Origins and development of Castilian epic and of lyric poetry, with special emphasis on Poema del Cid and Libro de buen amor.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 72000 - Spanish Novel of 16th and 17th Centuries

Genesis and main forms of novel in Renaissance and Baroque periods with special emphasis on picaresque novel.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 72200 - Cervantes' Don Quixote
Analysis and interpretation of content and structure of Don Quixote, Cervantes' significance as creator of modern novel.

*Hours 30 hrs plus conferences,
*Credits 3 cr*

**SPAN 72300 - Theatre Before Lope de Vega**

**SPAN 72500 - Spanish Comedia**

Dramatic art of Golden Age from Lope de Vega to Calderón de la Barca. Patterns, style, and influence in world literature.

*Hours 30 hrs plus conferences,
*Credits 3 cr*

**SPAN 72600 - Nonfictional Prose of Golden Age**

**SPAN 73000 - Spanish Neoclassic Poetry and Essay**

New currents in Spanish thought and poetry through 18th century.

*Hours 30 hrs plus conferences,
*Credits 3 cr*

**SPAN 74200 - Realism and Naturalism in the Spanish Novel of 19th Century**

Development of modern fiction from Costumbrismo to second generation of Naturalistic novelists. Special emphasis on work and significance of Pérez Galdós.

*Hours 30 hrs plus conferences,
*Credits 3 cr*

**SPAN 75000 - Contemporary Spanish Poetry**

Trends in Spanish poetry from Generation of 1898 to Existentialism.

*Hours 30 hrs plus conferences,
*Credits 3 cr*

**SPAN 75100 - Romantic Poetry from Rivas to Bécquer**

Distinctive features of Romantic movement in Spain as manifested in work of main Romantic and post-Romantic poets.

*Hours 30 hrs plus conferences,
*Credits 3 cr*

**SPAN 75400 - The Modern Essay in Spain**
**SPAN 75600 - The Contemporary Spanish Novel**

Main currents, types, and representative authors of modern Spanish fiction from Naturalism to present.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

**SPAN 76000 - Spanish-American Literature: The Colonial Period**

From early chroniclers of Indies to Neoclassicism.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

**SPAN 76300 - Spanish-American Fiction I: From Origins through Modernista Novel**

Lizardi's El Periquillo sarniento, Romanticism, Realism, Naturalism, and Modernismo.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

**SPAN 76400 - Spanish-American Fiction II: From "The Novel of the Mexican Revolution" to the Present**

Development of Spanish-American novel and short story since Modernismo.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

**SPAN 76500 - Spanish-American Poetry I: From Neoclassicism through Modernismo**

Spanish-American poetry from La Independencia to World War I. Attention paid to development of prosa artística during Modernista period.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

**SPAN 76600 - Spanish-American Poetry II: From Post-Modernismo to the Present**

Post-Modernismo, Vanguardism, most recent trends.

*Hours 30 hrs plus conferences,  
Credits 3 cr*

**SPAN 76800 - The Literature of Memory in Latin America**

The course studies literary and filmic texts shaped by the upheavals of the period of military dictatorships in Latin America, from the late 1970s through the 1990s. Some of the questions raised by this rich corpus are the following: How can political violence be represented artistically? What are the limits, ethical and otherwise, of such
representations? How does memory shape and define our understanding of traumatic historical events? After devastation, how can literary and filmic texts contribute to mourning and community building?

prereq: Open only to students in the Master's Degree in Spanish and Teacher Education Program (TEP) in Spanish
Hours 3 hrs
Credits 3 cr.

SPAN 76900 - Spanish-American Theatre I

Spanish-American theatre from pre-Columbian times through the mid-19th century. Development of colonial theatre. Main theatrical productions which led to the Spanish-American theatre of the Enlightenment, the Independence movements, and the Romantics.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 77000 - Spanish-American Theatre II

Continuation of SPAN 769. Study of main theatrical currents in Spanish America from the second part of the 19th century to the present.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 77700 - Spanish-American Thought I

The development of the key ideas which led to Spanish-American independence, the formation of its nations, and the principles which characterized their evolution and their identity up to the late 19th century.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 77800 - Spanish-American Thought II

Continuation of SPAN 777. Study of the main currents of thought that led to the present characteristics of Spanish America from the end of the 19th century to the present.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 79100 - Special Studies in Spanish Literature

Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

Hours 30 hrs plus conferences,
Credits 3 cr

SPAN 79600 - Special Studies in Spanish-American Literature
Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

*Hours* 30 hrs plus conferences,
*Credits* 3 cr

**Programs in School of Education**

**Early Childhood and Childhood Programs**
Display Early Childhood and Childhood Programs

**Adolescent Education Programs**
Display Adolescent Education programs

**Creative Arts Education Programs**
Display Creative Arts Education Programs

**Bilingual and TESOL programs**
Display Bilingual and TESOL programs

**Literacy programs**
Display Literacy programs

**Special Education Programs**
Display Special Education Programs

**Counseling Programs**
Display Counseling Programs

**Educational Psychology and Leadership Programs**
Display Educational Psychology and Leadership programs

**Programs Offered in the School of Education**
The Department of Geography contributes to three graduate level programs in conjunction with the School of Education: an M.A. Program for the Preparation of Teachers of Earth Science, an M.A. Program for the Preparation of Teachers of Social Studies, and a five-year combined BA/MA program in Environmental Studies and Adolescent Education in Earth Science. These programs provide certification for graduates to teach in New York State. The combined BA/MA program requires students to fulfill the requirements of the Department of Geography BA in Environmental Studies along with the School of Education’s requirements. For more information on these programs, please check the web page of the School of Education http://www.hunter.cuny.edu/school-of-education or contact the Department of Geography.

**Earth Science MA—Program for Teachers of Adolescent Education (Grades 7-12)**

See the School of Education section of this catalog for additional information on admission and program requirements.

- Adolescent Earth Science - MA / Advanced Certificate

**Social Studies MA—Program for Teachers of Adolescent Education (Grades 7-12)**

See the School of Education section of this catalog for additional information on admission and program requirements.

- Adolescent Social Studies - MA / Advanced Certificate

**BA/MA Program in Environmental Studies and Adolescent Education**

- Environmental Studies and Adolescent Education-BA/MA

**Psychology Department Description**

The Psychology Department offers two MA degrees in Psychology: one in General Psychology and one in Animal Behavior and Conservation (ABC) as well as a Post-Baccalaureate Certificate program in ABC. These programs reflect the diversity of psychology as a science and profession. Course offerings range from clinical, social, and developmental psychology to animal behavior, biopsychology, and behavioral neuroscience. The General Psychology Program focuses on exposing students to the broad spectrum of approaches and areas in psychology: from behavioral, developmental, cognitive, and social approaches to applied, evaluative, and biological approaches. The Animal Behavior and Conservation Program is designed to provide students with the skills needed for successful careers in animal behavior, conservation and welfare.
The department's faculty members are actively involved in research both with human participants and a variety of animal species. A broad range of applied and research opportunities are available to our students within and beyond the department in the areas of developmental psychology, social psychology, animal behavior, physiological psychology, biopsychology and cognitive psychology. The program's departmental affiliations with community organizations and wildlife facilities make it possible for students to integrate their academic studies with supervised research experience by means of observational field placements and opportunities for research. The MA programs prepare our graduates for careers in psychology, education, social and welfare services, health services, conservation and animal welfare including work with animals in natural and custodial environments. For many of our students, the MA programs are a first step towards further study at the PhD level.

**Psychology Faculty**

Return to Psychology

**Amber Alliger**, Lecturer Doctoral; PhD, CUNY; Biopsychology/Behavioral Neuroscience: Laboratory animal welfare and husbandry

**Evelyn Behar**, Associate Professor; PhD, Penn State; Clinical Psychology

**Danielle Berke**, Assistant Professor; PhD, Georgia; Clinical Psychology: Violence prevention, gender role socialization and health disparities, trauma-informed psychotherapy

**Christopher Braun**, Professor and Chair; PhD, California (San Diego); Sensory Psychology: sensory systems in animals, neural substrates of vibration and sound detection, sensory variation, ecology, and evolution

**Nesha Burghardt**, Assistant Professor; PhD New York University; Biopsychology/Behavioral Neuroscience: Neurobiology of mood, anxiety and eating disorders; developmental effects of stress, serotonin and emotional learning

**Sheila Chase**, Emerita Professor; PhD, CUNY; Experimental Psychology: Animal cognition, memory and decision processes, computer models

**Martin Chodorow**, Professor; PhD, MIT; Experimental Cognition: Models of memory, psycholinguistics, computational linguistics

**Darlene DeFour**, Associate Professor; PhD, Illinois; Personality and Social Psychology: Coping with stress, psychology of women, social networks, Black psychology, culture and psychology

**Tracy A. Dennis**, Professor; PhD, Penn State; Clinical and Developmental Psychology: Emotion regulation, developmental psychopathology, affective neuroscience, parenting and contextual influences

**Dawn Dugan**, Lecturer Doctoral; PhD, Hofstra; Clinical Psychology; Impact of interparental conflict on parenting practices and communication

**Joel Erblich**, Professor, PhD, USC; Clinical and Health Psychology: Nicotine dependence, risk for alcoholism, health psychology

**Roseanne Flores**, Associate Professor; PhD, CUNY; Developmental Psychology: Language acquisition, cognitive development, children and poverty, children and culture

**Jennifer Ford**, Professor; PhD, Kent State; Clinical Psychology: Adolescent and young adult cancer survivors, psychosocial adjustment and coping with chronic illness
Sarit Golub, Professor; PhD, Harvard; Social and Health Psychology: Social, cognitive, and emotional factors that influence health behavior, with special emphasis on the interaction between behavior and the formation and maintenance of individual identity

James Gordon, Professor; PhD, Brown; Visual Psychophysiology: color vision, pattern vision, human visual development

Cheryl F. Harding, Emeritus Professor; PhD, Rutgers; Behavioral Endocrinology: Effects of mold exposure on immune activation, neuroplasticity, and behavior

Rebecca Farmer Huselid, Associate Professor; PhD, Kansas; Social Psychology: Effects of social identity on health and academic achievement; Effects of race, gender, and immigration on stress, psychological adjustment, substance use and abuse

Shirzad Jenab, Professor; PhD, Mount Sinai School of Medicine; Drugs of abuse, gene expression, neurochemistry and neuropharmacology, CNS degenerative diseases

Joseph Lao, Lecturer Doctoral; PhD, Teachers College; Developmental and Cognitive Psychology: Parenting skills, cognitive development

Michael J. Lewis, Professor; PhD, Temple; Behavioral Neuroscience: Neurobiology of motivation and substance abuse; alcohol dependence and eating disorders.

Victoria Luine, Emerita Professor; PhD, SUNY (Buffalo); Behavioral Endocrinology: Neurochemistry of hormone-dependent sexual behavior, hormonal influences on age-related memory loss

Amber Martin, Lecturer Doctoral; PhD Minnesota; Cognitive and Developmental Psychology, Spatial language and spatial cognition, sign language acquisition, effects of delayed first language acquisition

Regina Miranda, Professor; PhD, NYU; Clinical Psychology: Adolescent depression and suicide, hopelessness, depressive future-event schemas, the social-cognitive process of transference in depression

Peter Moller, Professor; PhD, Free University of Berlin; Animal Behavior: Multisensory integration, electrolocation & electrocommunication in electric fish, behavioral physiology, behavioral endocrinology

Joshua Plotnik, Assistant Professor; PhD, Emory; Biopsychology/Behavioral Neuroscience: Animal Behavior: Convergent cognitive evolution, comparative cognition, elephant behavior and cognition; applications of animal behavior and cognition research to conservation in practice

Sandeep Prasada, Professor; PhD, MIT; Cognitive and Developmental Psychology: Conceptual & lexical representation in mind and brain, language acquisition

Thomas Preuss, Professor; PhD, Tübingen; Biopsychology/Behavioral Neuroscience: Neuroethology of escape behavior, neural decision making, neural plasticity, sensorimotor integration of biologically relevant visual and auditory inputs

Diana Reiss, Professor; PhD, Temple; Experimental Psychology: Comparative cognition, animal behavior and communication, marine mammal cognition

H. Jonathon Rendina, Assistant Professor; PhD, CUNY; Health and Social Psychology: Social stress and health, HIV treatment and prevention, LGBT health disparities, sexual decision making, and mobile health

Salomon Rettig, Emeritus Professor; PhD, Ohio State; Social Psychology: Philosophy of science in psychology; Small groups (group therapy); Ethical decision making

Tracey Revenson, Professor; PhD, New York University; Health and Social Psychology: Stress and coping; adaptation to chronic illness, particularly cancer, social support, psychological measurement
Kimberly Robinson, Lecturer Doctoral; PhD, Rutgers; Social and Developmental Psychology: The effects on minority stress on psychological well-being and health behaviors

Glenn Schafe, Professor; PhD, Washington; Biopsychology/Behavioral Neuroscience: Neurobiological substrates of emotional learning and memory, fear, anxiety and stress

Stefan Schlussman, Lecturer Doctoral; PhD, New York Medical College; Biopsychology/Behavioral Neuroscience: Animal models of vulnerabilities to addictive diseases

Peter Serrano, Associate Professor; PhD, California (Berkeley); Biopsychology/Behavioral Neuroscience: Long-term potentiation, depression and memory, developmental psychobiology and learning disorders; neural mechanisms of stress, fear, and post-traumatic stress disorder

Tricia Skoler, Professor; PhD Emory; Cognitive and Developmental Psychology: Infant development, autism, social cognition

Tyrel Starks, Associate Professor; PhD, Southern Illinois University (Carbondale); Social and Health Psychology: Substance use and sexual health in sexual minority populations, with a particular emphasis on relationship factors associated with sexual health in gay and bisexual men

Ofer Tchernichovski, Professor; PhD, Tel Aviv University; DVM, The Hebrew University; Biopsychology/Behavioral Neuroscience: Mechanisms of vocal learning; animal behavior; developmental learning; vocal learning; cultural evolution; brain imaging; sleep and learning; birdsong and music

Virginia Valian, Distinguished Professor; PhD, Northeastern; Cognition, Language, and Development: First and second language acquisition, sex differences in cognition and achievement, gender equity

Jason Young, Associate Professor; PhD, Minnesota; Social and Health Psychology: Attitudes and persuasion, political psychology, media influence, evolutionary psychology

H. Philip Zeigler, Distinguished Professor; PhD, Wisconsin (Madison); Biopsychology/Behavioral Neuroscience: Neuroethology of movement, sensory processing and motor control of active touch, development of a mobile sensory system

Affiliated Faculty List

Andrea Baden, Assistant Professor of Anthropology; PhD, Stony Brook University; Behavioral Ecology, Molecular Ecology of Primates

Jessica Rothman, Professor of Anthropology; PhD, Cornell University; Evolutionary Ecology and nutrition of primates

Re-Admission: Application

Applications may be submitted at: http://www.hunter.cuny.edu/graduateadmissions/applying/readmission-application/application-form

Re-Admission: Fees

There is a $20 nonrefundable readmission fee. The fee is $75.00 for nonmatriculants.
Re-Admission: Matriculated and Nonmatriculated Student

A student who has not been in attendance for one or more semesters must apply for readmission to the college. Students who registered for the previous semester and officially withdrew after the third week of classes are not required to file for readmission.

Applications may be downloaded at: http://www.hunter.cuny.edu/graduateadmissions/applying/readmission-application/application-form. The completed form needs to be submitted or mailed to Graduate Admissions, 223 North, 695 Park Ave., New York, NY 10065. There is a $20 nonrefundable readmission fee. The fee is $125.00 for nonmatriculants.

Students who are academically eligible (GPA at least 3.0) and are within their program's time limit (five years except for the program in the School of Arts and Sciences, which has a time limit of four years) are generally approved for readmission. Applications for readmission must be filed at least two months before the beginning of the semester in which the student plans to resume studies.

Re-Admission: Students Academically Eligible

Students who are academically eligible (GPA at least 3.0) and are within their program's time limit (five years except for the program in the School of Arts and Sciences, which has a time limit of four years) are generally approved for readmission. Applications for readmission must be filed at least two months before the beginning of the semester in which the student plans to resume studies.

Re-Admission: Students not in attendance for more than one semester

A student who has not been in attendance for one or more semesters must apply for readmission to the college. Students who registered for the previous semester and officially withdrew after the third week of classes are not required to file for readmission.

Regional Autism Center

The Regional Center for Autism Spectrum Disorders aims to improve education services to children and youth with Autism Spectrum Disorders in New York City and to assist families in supporting their children in their home and community.

Registration

Registration instructions are e-mailed to students accepted into or continuing in the graduate programs at Hunter College. For registration instructions go to http://www.hunter.cuny.edu/cunyfirst/students. All registration is subject to space availability. For courses that require department permission, students must obtain approval from the academic department adviser prior to registration. Questions regarding course requirements and pre- or corequisites should be
directed to the academic department adviser. A full listing of all academic and administrative departments and personnel is available at www.hunter.cuny.edu Select Directory.

Assistance regarding access to the CUNY Portal, CUNY First, Hunter College Student email and student BlackBoard accounts is available at Instructional Computing and Information Technology web page at http://www.hunter.cuny.edu/icit/. Select the Student Quick Link.

Requirements for Admission

An applicant for admission to Hunter College as a matriculated student in any of the master’s programs must meet the following minimum requirements in order to be considered: (For admission to the School of Social Work, see Silberman School of Social Work section of this catalog.)

1. The student must hold a bachelor's degree from a regionally accredited institution, comparable in standard and content to a bachelor's degree from Hunter College. Degrees granted on the basis of work completed at institutions which are not fully accredited, or on the basis of nonacademic prior learning, test scores, and other than organized supervised course work in academic subjects may not be considered comparable.
2. The student must demonstrate ability to pursue graduate work successfully. In general, the minimum requirements for consideration are an undergraduate average of B in the area in which the student wishes to specialize and an average of B minus in the undergraduate record as a whole. Applicants are required to submit official transcripts from all undergraduate and graduate institutions attended other than Hunter College.
3. For admission in the School of Arts and Sciences, the student is usually required to present at least 18 credits of previous work in the area of specialization acceptable to the school or department concerned and two letters of reference. See specific program descriptions for additional requirements. For admission to the School of Education, the student is usually required to present at least 36 credits of previous liberal arts and science courses and a liberal arts or science major of at least 30 credits. See specific program descriptions for detailed requirements.
4. Competency Examinations

Research and Training Centers: Introduction

A variety of programs in research and training in teacher education have attracted substantial support from federal, state and private sources. Projects currently in process include training in bilingual education, improvement of the teaching of secondary mathematics and science, educational technology, and preparation of rehabilitation counselors and teachers for children with disabilities. These projects afford graduate students an opportunity for advanced training or development of research skills.

Romance Languages Faculty

Return to Department of Romance Languages

French

Marlène Barsoum, Professor; PhD, Columbia; 19th-Century Literature, Francophone Literature, Autobiography, Travel Narratives

Sam DiIorio, Associate Professor; PhD, Penn; Twentieth Century French Literature and the Cinema

Michael Taormina, Associate Professor; PhD, Columbia; 17th Century French Literature
Francesca Canadè Sautman, Professor; PhD, UCLA; Executive Officer, French Doctoral Program, CUNY Graduate Center; Medieval and Renaissance Studies, Folklore, Women and Gender Studies

Italian

Monica Calabritto, Associate Professor; PhD, CUNY; 16th- and 17th-Century Italian Literature, Italian American Studies, Literature and the Sciences

Paolo Fasoli, Associate Professor; PhD, Toronto; Late Renaissance, Baroque and Enlightenment Literatures, Stylistics

Julie Van Peteghem, Assistant Professor; Licenciate, Ghent University, MA, University of Leuven, MA, MPhil, PhD, Columbia

Spanish

Diana Conchado, Associate Professor; PhD, Brown; Literature of the Golden Age

Marithelma Costa, Professor; PhD, CUNY; Medieval Spanish Literature, Modern Latin-American Literature

Maria Luisa Fischer, Associate Professor; PhD, Boston; Latin-American Poetry

María Hernandez-Ojeda, Associate Professor; PhD, Florida State University, (Pen)Insular & Transatlantic Literature

Rolando Perez, Professor and Chair; MA, SUNY at Stony Brook, PhD, CUNY

Magdalena Perkowska-Alvarez, Professor; PhD, Rutgers; Contemporary Latin-American Narrative

Alicia Ramos, Associate Professor; PhD, Pennsylvania; Applied Linguistics, Methodology

Scholarships and Grants

A number of student scholarships and fellowships are available from Hunter College and the Hunter College Foundation; these are in addition to the various federal and state grants and loans outlined in the Financial Aid section of this catalog.

Among the awards available to students are the Presidential Grants and Scholarships supported by the office of the Hunter College president. Guidelines for these awards are contained in "Hunter College Grant Competitions," a publication of the college Research Administration, 1424 East Building, 772-4020.

Information about grants, fellowships, and scholarships can be obtained from the Office of Student Services (11th floor, East Building, 772-4878).

Departmental Awards

Scholarships and other awards are available through individual academic departments. Interested students can obtain information directly from their department.
The George N. Shuster Master's Thesis Award

Contact school deans’ offices for further information.

Graduate Assistantships

Graduate assistantships may be available in some departments and are awarded to master’s and doctoral students on the basis of academic qualifications. The duties of graduate assistants may include teaching, research, laboratory work, graduate program administration and similar assignments as specified by the academic department. Students should contact their graduate advisers about such opportunities.

School of Social Work

Partial tuition waivers from the Dorothy and Alfred Silberman Fund are the principal source of tuition assistance available to students at the School of Social Work. These grants are based solely on financial need. In addition, various public and voluntary agencies and foundations provide some assistance in the form of scholarships and stipends. Inquiries concerning School of Social Work sponsored financial assistance should be addressed to The Scholarship Office, Hunter College School of Social Work, 129 East 79th Street, New York, NY 10021.

Schools of the Health Professions

Various forms of assistance, including traineeships, fellowships, and grants, are available to students in the Hunter-Bellevue School of Nursing and the School of Health Sciences, both located at 425 East 25th Street, New York, NY 10010. For information, contact the schools directly.

Veterans

A veteran who wishes benefits under the Veterans’ Readjustment Act of 1966 (Public Law 89) should consult the Veterans' Administration. For further information, contact the office of the registrar at 217 Hunter North or (212) 650-3995.

External Scholarships

Other fellowship awards may be available through government and private organizations. For study in the fields of the art, humanities and social sciences, students may apply for the Jacob K. Javits Fellowship, www.ed.gov/programs/jacobjavits.html. For study in the fields of the social sciences and physical and natural sciences, students may apply for the National Science Foundation Graduate Research Fellowship, www.nsfgradfellows.org. Information on other scholarships from outside organizations are listed in the Grants Guide, available in the Office of Student Services, Room 1119 East or online at: http://studentservices.hunter.cuny.edu/grant.htm

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Peggy,

This filter uses show hide links to display programs and courses.

-Lauren

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Adolescent Biology - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Biology in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Biology 7-12. The master's program (Academic Plan: BIOAE-MA) is for applicants with no prior NYS certification.
certificate. The advanced certificate program (Academic Plan: BIOAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 21 credits in biology to include a year of introductory biology with laboratory and a semester of organic chemistry (lecture only).
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in biology and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in introductory biology with laboratory and a semester of organic chemistry.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study
Academic Plans

- Master's Degree: BIOAE-MA (41-44 cr.)
- Advanced Certificate: BIOAE-AC (26-27 cr.)

Education Courses - 26-27 cr.

For Advanced Certificate and Master's Degree Programs

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs, 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork, 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork, 2 cr*

This Key Course requires a grade of B or better to pass.

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500
coreq: One of the following must be a Co-req:*
SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,*
*Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

*prereq or coreq: SEDF 70400*

*Hours 45 hrs,*
*Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,*
*Credits 1 cr*

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71300*
*prereq or coreq: SEDF 70500*

*Hours 30 hrs fieldwork*
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 75401 - Student Teaching in Biology, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 77421 - Practicum in Biology, Grades 10-12 (KC)

Hunter College-supervised practicum for teachers of biology in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr
Students who take SEDC 77421 must also take SEDC 77411.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Biology Courses - 15-17 cr.

For Master's Degree Program Only

BIOL 61055 - Laboratory Workshop in Biology Education

A series of laboratory-intensive experimental projects, each lasting one week or more, which introduce current research techniques and include individual participation in planning, preparation, and analysis of experiments. The focus is on broad biotechnology topics such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics, and how these topics may be applied to the high school science classroom.

prereq: a graduate course in biology or permission of instructor
Hours 120 hrs,
Credits 3 cr

BIOL 63000 - Science and Society

A study of the interactions between technological and societal changes, with an emphasis on eliciting within the classroom productive oral and written critiques and debates concerning potentially controversial technological change. Focusing on present-day issues, students will learn various models for analyzing the impact scientific change has on society and how social change directs science.

prereq: BIOL 61055 or permission of instructor
   • American Museum of Natural History CUNY credit course: Genetics, Genomics or Evolution

Category A:

For students who have completed molecular biology and molecular genetics at the undergraduate level. Choose one:
BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

*prereq: undergraduate genetics and molecular biology (or biochemistry)*
*Hours 60 lec*,
*Credits 4 cr*
*fall only*

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

*prereq: 1 yr of organic chemistry*
*Hours 75 hrs*,
*Credits 5 cr*
*fall only*

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

*prereq: undergraduate organic chemistry or biochemistry*
*Hours 60 hrs*,
*Credits 4 cr*
*spring only*

BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

*prereq or coreq: BIOL 71013 and BIOL 71401*
*Hours 60 lec*,
*Credits 4 cr*
*Spring only*

Category B:

For students who have not taken either molecular biology or molecular genetics at the undergraduate level. Students must take both courses below:

BIOL 60000 - Molecular Biology for Science Teachers

Molecular aspects of cellular function; properties of biomolecules, their biosynthesis and breakdown; structure and function of proteins and enzymes, metabolites, membranes, and nucleic acids; cellular mechanisms of energy
transduction; integration and control of cell metabolism.

prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.  
Fall only

BIOL 60210 - Molecular Genetics for Science Teachers

A comparison of viral, procaryotic, and eucaryotic systems; review of classical Mendelian principles and mechanisms; bacterial DNA replication, transcription, and their control; mechanisms of gene mutation, repair, recombination, and transposition; applications of recombinant DNA technology; organization of nucleic acid into chromosomes; control of gene expression in procaryotes, in the eucaryotic cell cycle, and in cell development.

prereq: BIOL 60000 or equivalent and permission of instructor  
Spring only

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Chemistry - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Chemistry in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Chemistry 7-12. The master's program (Academic Plan: CHEAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: CHEAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 29 credits in science and mathematics to include two years of chemistry (one year general chemistry with laboratory and one year organic chemistry with laboratory), one year of introductory physics with laboratory, and one semester of calculus.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate
1. An undergraduate major of at least 30 credits in chemistry and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in introductory chemistry with laboratory, one year of introductory physics with laboratory, and one semester of calculus.

2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.

4. A personal statement.

5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plans**

- Master's Degree: CHEAE-MA (41-44 cr.)
- Advanced Certificate: CHEAE-AC (26-27 cr.)

**Education Courses- 26-27 cr.**

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,
Credits 3 cr*
SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 754.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science
Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

prereq or coreq: SEDF 70400  
Hours 45 hrs,  
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,  
Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71300  
prereq or coreq: SEDF 70500  
Hours 30 hrs fieldwork  
Credits 2

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100  
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500  
Hours 15 hours of seminar; 48 hours of fieldwork  
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

**SEDC 75402 - Student Teaching in Chemistry, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 77422 - Practicum in Chemistry, Grades 10–12 (KC)**

Supervised practicum for teachers of chemistry in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr
Students who take SEDC 77422 must also take SEDC 77412.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
Chemistry Courses - minimum 15 cr.

For Master's Degree Program Only

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

Credits 3 cr

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.

Hours 4 hrs,
Credits 4 cr
  • Two electives chosen from 600- or 700-level courses in chemistry or biochemistry at least 5 cr.

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent

Hours 4 hrs.
Credits 4 cr
Fall

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Chinese - MA

The master's degree program (Academic Plan: CHINAEM-A) prepares candidates to teach Chinese in grades 7-12 to students of diverse backgrounds, abilities and interests. This program is not designed for individuals who already have NYS certification in Chinese 7-12.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 and a major in Chinese with a GPA of at least 3.0, including a minimum of 18 credits in Chinese literature above the intermediate level and
oral proficiency at the advanced low level of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI);

OR

Applicants who do not have a Chinese major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits can take two exams to meet the Chinese coursework requirement: the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT) administered by American Council on the Teaching of Foreign Language (ACTFL). Candidates must achieve a minimum score of advanced-low on each to meet the admission requirement and must achieve a passing score on the on-site written test in Chinese/English about Chinese literature.

PLUS (for ALL applicants)

2. A general education core in the liberal arts and science to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references.
4. A personal statement.
5. An interview conducted in Chinese/English with program adviser.
6. An on-site English writing sample.
7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

CHINA-MA

Total Credits

37-38

Education Courses
SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

Hours 45 hrs,  
Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

prereq: SEDF 70400  
Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500  
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 722.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23  
Hours 30 hrs, plus lab,  
Credits 2 cr
SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,*
*Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,*
*Credits 1 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308*
*prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100*
*prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900*
*Hours 45*
*Credits 3*

CHND 71200 - Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Chinese, Grades 7-12

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.

*prereq or coreq: SEDF 70400 or permission of the adviser*
*Credits 3*

CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12

This course aims to familiarize prospective school teachers, grades 7-12 with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curricula
In Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

**prereq or coreq:** CHND 71200 and SEDF 70500 or permission of the adviser

**Hours** 30 hrs plus 36 hrs fieldwork

**Credits** 2

- Take either -

**CHND 73100 - Student Teaching in Chinese, Grades 7-12**

Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticism. These presentations will be videotaped for further self-analysis at home.

**prereq or coreq:** CHND 71300 or permission of the adviser.

**Hours** 60 days, 30 hrs seminar plus workshops and conferences,

**Credits** 5

- Or -

**CHND 74110 - Practicum in Chinese, Grades 7-9**

Supervised practicum for teachers of Chinese in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take CHND 74110 must also take CHND 74120.

**prereq or coreq:** CHND 71200 or permission of the adviser.

**Hours** 30 hrs plus workshops and conferences,

**Credits** 2

- Plus -

**CHND 74120 - Practicum in Chinese, Grades 10-12**

Supervised practicum for teachers of Chinese in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take CHND 74120 must also take CHND 74110.

**prereq or coreq:** CHND 71200 or permission of the adviser.

**Hours** 30 hrs plus workshops and conferences,

**Credits** 2
Chinese Courses

CHIN 70100 - Chinese Phonology and Romanization

This course will introduce Chinese phonetics, phonology, and the major sound transcription systems commonly used in teaching Chinese as a foreign language and found in Chinese dictionaries. Emphasis will be on acquiring accurate tones and standard pronunciation for English-speaking learners as well as learners who speak a Chinese dialect at home.

Hours 3  
Credits 3

CHIN 70300 - Chinese Orthography and Lexicology

This course will give an overview of the development of Chinese orthography and Chinese lexicology. Differences between the spoken and written styles will be discussed. The relationship of formation methods of the Chinese lexicon to syntactic functions and the process of character-based meaning derivation will be emphasized.

Hours 3  
Credits 3

CHIN 70200 - Modern Chinese Pedagogical Grammar

This course will introduce the grammatical system of modern Mandarin Chinese, including the characteristics of grammatical morphemes, word order, and sentence and discourse structures. The content will highlight difficulties for native speakers of English and helping them to overcome these difficulties effectively. The course will discuss pedagogical issues concerning grammar instruction such as how it differs from syntax; what grammar points need to be taught at each level; and the methods of teaching grammar.

Hours 3  
Credits 3

- Advanced Language and Culture Training (may choose 1 or more) -

CHIN 70500 - Topics in Advanced Conversation

This course will give students advanced language training in speaking in a wide range of topics as well as specialized vocabulary needed to discuss Chinese instruction in Chinese. Students will further practice speaking skills to achieve advanced-mid or advanced-high oral proficiency according to the ACTFL (American Council for Teachers of Foreign Languages) scale. Authentic materials will be used throughout the course.

Hours 3  
Credits 3

CHIN 70600 - Topics in Advanced Writing
This course will give students advanced language training in writing Chinese in everyday life situations as well as a
Chinese language teaching professional with writing samples. Students will further practice writing skills to achieve
advanced-low proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout
the course.

*Hours 3*
*Credits 3*

**CHIN 70700 - Topics in Advanced Reading**

This course will give students advanced language training in reading Chinese. Students will further practice reading
skills to achieve advanced-mid or advanced-high proficiency according to the ACTFL scale. Authentic writing tasks
and materials will be used throughout the course.

*Hours 3*
*Credits 3*

**CHIN 70800 - Topics in Chinese Culture and Society**

This course will give students advanced language training in topics related to Chinese culture and society. Students will
learn topics concerning Chinese culture and society in traditional and contemporary China. Authentic writing tasks and
materials will be used throughout the course.

*Hours 3*
*Credits 3*

**CHIN 70900 - Independent Study**

Students will carry out an independent project approved by their faculty advisor and chairperson and supervised by a
staff member.

*Credits 1-3*

**Notes:**
1. Students who enter with initial or professional certification in adolescent education in another area will not
   be required to take any SEDC or SEDF courses. They will be required to take all CHIN and CHND courses in
   the program.
2. The minimum number of credits for the degree for students who enter with certification in adolescent
education is 24 credits. Please see your administrative advisor to clarify the degree requirements for the
   adolescent Chinese education program.
3. Students without certification may be exempted from up to 6 credits based on prior equivalent course
   work.

**Exit Requirements**

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort,
   integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Earth Science - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Earth Science in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Earth Science 7-12. The master's program (Academic Plan: ESCAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: ESCAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A major of at least 30 credits in the liberal arts or sciences.
3. At least 21 credits in geology, physical geography, earth science, or environmental science, including geographic techniques.
4. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
5. Two professional references.
6. A personal statement.
7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in earth science and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in introductory earth science with laboratory, one of introductory physics with laboratory, and one semester of calculus.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: ESCAE-MA (42-44 cr.)
- Advanced Certificate: ESCAE-AC (26-27 cr.)

Education Courses - 26-27 cr.

For Advanced Certificate and Master's Degree Programs

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs, Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork, Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork, Credits 2 cr*
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500  
coreq: One of the following must be a Co-req:*

- SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab,  
Credits 2 cr*

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,  
Credits 3 cr*

**SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science**

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

*prereq or coreq: SEDF 70400  
Hours 45 hrs,  
Credits 3 cr*

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,  
Credits 1 cr*
SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SPED 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
**Hours 45**

**Credits 3**

**SEDC 75404 - Student Teaching in Earth Science, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72400*

*prereq or coreq: SEDF 70600*

**Hours 45; 60 days student teaching plus workshops and conferences,**

**Credits 5**

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**SEDC 77424 - Practicum in Earth Science, Grades 10–12 (KC)**

Hunter College-supervised practicum for teachers of earth science in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77424 must also take SEDC 77414.

*prereq: SEDC 72400*

**Hours 30 hrs plus conferences,**

**Credits 2 cr**

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

**Earth Science Courses -16 cr.**

**For Master's Degree Program Only**

**PGEOG 70563 - Earth Science Today**

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

**Hours 45 hrs including conference,**

**Credits 3 cr**

*Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.*
GTECH 71000 - Concepts and Theories in Geoinformatics

Theoretical and conceptual foundations of Geoinformatics and Geographic Information Science. For MS Geoinformatics (MGEOi) students, GTECH 70900 is recommended to be taken at the same time as this course.

coreq: Departmental permission required
Hours 3
Credits 3
fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: $15

PGEOG 63000 - Science and Society

A study of the interactions between technological and societal changes, with an emphasis on eliciting within the classroom productive oral and written critiques and debates concerning potentially controversial technological change. Focusing on present-day issues, students will learn various models for analyzing the impact scientific change has on society and how social change directs science.

Hours 45 hrs including conference,
Credits 3 cr
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - Challenging Concepts in Earth Science: Using Research to Identify Common Misconceptions and Assess Student Learning

Overview of research and theory related to misconceptions in the earth sciences. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA-TEP degree.

Hours 45 hrs, including conferences,
Credits 3 cr
Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

- One elective chosen from 600- or 700-level courses with a PEGOG or GTECH prefix, 3 or 4 cr.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.
Adolescent English - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach English in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in English Language Arts 7-12. The master's program (Academic Plan: ENGAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: ENGAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 21 credits of advanced courses in British, American or World Literature written in English (no more than 3 credits of the latter).
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Students must submit a writing sample of about 10 pages (preferably an undergraduate research paper of literary criticism).
5. Two references (preferably including at least one academic reference).
6. A personal statement.
7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in English, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
Students must receive a grade of at least a B in key program courses.

- Students who receive a grade of F or WU in key program courses may not continue in the program.

- Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: ENGAE-MA (50-51 cr.)
- Advanced Certificate: ENGAE-AC (26-27 cr.)

Education Courses - 26-27 cr.

For Advanced Certificate and Master's Degree Programs

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,*
*Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,*
*Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400*
*Hours 30 hrs, plus 36 hrs fieldwork,*
*Credits 2 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72100 - Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12 (KC)
Methodology that facilitates the learning of English language arts for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticisms. These presentations will be videotaped for further self-analysis at home. New York State and city teaching standards will be applied throughout the course.

prereq: SEDC 71100
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3
**SEDC 75100 - Student Teaching in English, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 72100
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SEDC 77120 - Practicum in English, Grades 10–12 (KC)**

Supervised practicum for teachers of English in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77120 must also take SEDC 77110.

*prereq: SEDC 72100
Hours 30 hrs plus conferences,
Credits 2 cr*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**English Courses - 24 cr.**

*For Master's Degree Program Only*

- **Literature**: Eighteen credits in literature courses given by the English department, including 3 credits in Shakespeare, 3 credits in literature with a multicultural/minority emphasis, 3 credits in American literature.

**ENGL 60700 - English Linguistics**

Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

*Hours 3
Credits 3*

**ENGL 61500 - Rhetoric and Composition**

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.
Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent French - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach French in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in French 7-12.

The master's program (Academic Plan: FRENAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: FREA-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 3.0 and a major in French with a grade point average of 3.0, with a minimum of 18 credits in French and Francophone literature above the intermediate level.

-OR-

2. Applicants who do not have a French major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits may take a French literature exam designed and administered by the Department of Romance Languages. Candidates must achieve a passing score on the department's test of French literature, which will be graded by the department.

-PLUS (for all applicants)-

3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

4. Two professional references to be included with the application for matriculation.

5. An essay to be completed as part of the application for matriculation.


7. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate
1. An undergraduate major of at least 30 credits in French, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: FRENAE-MA
- Advanced Certificate: FREAE-AC

Total Credits:

- FRENAE-MA: 40-41
- FREAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other
diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

**SED C 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.
Hours 45 hrs,
Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 30 hrs fieldwork
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.
Cross-listed SEDC 34100
coreq: SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500

Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

Hours 45
Credits 3

- Take Either -

SEDC 75201 - Student Teaching in French, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600

Hours 45: 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

SEDC 77211 - Practicum in French, Grades 7–9 (KC)

Supervised practicum for teachers of French in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning.

Students who take SEDC 77211 must also take SEDC 77221.
prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

SEDC 77221 - Practicum in French, Grades 10–12 (KC)

Supervised practicum for teachers of French in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77221 must also take SEDC 77211.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

French Courses

For Master's Degree Program Only

Six 700-level courses in French and Francophone Literature (18 Credits)

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in French administered by the Romance Languages department.
4. Master's degree students must pass a second language exam administered by the Romance Languages department.
5. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Italian - MA / Advanced Certificate
The master's and advanced certificate programs prepare candidates to teach Italian in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Italian 7-12.

The master's program (Academic Plan: ITALAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: ITAAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 and a major in Italian of at least 30 credits in Italian with a grade point average of 3.0 with a minimum of 18 credits in upper-level Italian literature (not to include courses in civilization/culture, linguistics or advanced language).
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in Italian, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
Students must receive a grade of at least a B in key program courses.

- Students who receive a grade of F or WU in key program courses may not continue in the program.
- Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: ITALAE-MA
- Advanced Certificate: ITAAE-AC

Total Credits

- ITALAE-MA: 47-48
- ITAAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs, 
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork, 
Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400*
Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500  
coreq: One of the following must be a Co-req:*

- SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 774.22; SEDC 774.24; SEDC 774.4; SEDC 774.02; SEDC 774.12; SEDC 774.22; SEDC 774.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab,  
Credits 2 cr*

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

*Hours 45 hrs,  
Credits 3 cr*

**SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12**

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

*prereq or coreq: SEDF 70400  
Hours 45 hrs,  
Credits 3 cr*

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.
**SEDС 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71200*
*prereq or coreq: SEDF 70500*
*Hours 30 hrs fieldwork*
*Credits 2*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SEDС 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

*Cross-listed SEDC 34100*
*coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500*
*Hours 15 hours of seminar; 48 hours of fieldwork*
*Credits 1*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308*
*prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC*
SEDC 75202 - Student Teaching in Italian, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

SEDC 77212 - Practicum in Italian, Grades 7–9 (KC)

Supervised practicum for teachers of Italian in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77212 must also take SEDC 77222.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

SEDC 77222 - Practicum in Italian, Grades 10–12 (KC)

Supervised practicum for teachers of Italian in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77222 must also take SEDC 77212.

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Italian Courses

For Master's Degree Program Only

21 Credits

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Latin - MA / Advanced Certificate

This program is offered with the Classical and Oriental Studies Department and is designed to serve individuals who do not have certification in the teaching of Latin. The applicant must be admitted by both the School of Education and the Classical and Oriental Studies Department.

The master's and advanced certificate programs prepare candidates to teach Latin in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Latin 7-12.

The master's program (Academic Plan: LATINAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: LATAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. An index of at least 3.0 in an undergraduate major or the equivalent in Latin or classics. Students must have 30 credits of coursework in Latin.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
Advanced Certificate

1. Minimum of 30 credits in Latin at the undergraduate and/or graduate level, and a master's degree in Classics, Latin, or Ancient Greek with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: LATINAEM-MA
- Advanced Certificate: LATAE-AC

Total Credits

- LATINAEM-MA: 49-50
- LATAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

25-26 credits

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-
community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs, 
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork, 
Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400 
Hours 30 hrs, plus 36 hrs fieldwork, 
Credits 2 cr*

*This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500 
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab, 
Credits 2 cr*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who
have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

LATED 71200 - Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin

Familiarizes prospective teachers of grades 7–12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Close work with the design and evaluation of classroom lessons and materials in the context of national and state standards will be emphasized.

prereq: completion of 18 credits of graduate Latin courses
prereq or coreq: SEDF 70400
Hours 45 hrs, including conferences,
Credits 3

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

LATED 71300 - Methods 2: Teaching for Diverse Learners in Latin

Familiarizes prospective teachers of grades 7–12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Innovative uses of technology, development of instructional units, individualizing for students with special needs, exploring aspects for a student-centered classroom will be emphasized.
prereq: LATED 71200
prereq or coreq: SEDF 70500
Hours 2 hrs plus 36 hrs fieldwork,
Credits 2

- Take either -

LATED 73100 - Student Teaching in Latin, Grades 7–12

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program.

prereq: LATED 71300
Hours 2 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

- Or -

LATED 74110 - Practicum in Latin, Grades 7-9

Supervised practicum in the teaching of Latin in grades 7–9. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 74110 must also take LATED 74120.

prereq: LATED 71300
Hours 2 hrs plus conferences,
Credits 2 cr

- Plus -

LATED 74120 - Practicum in Latin, Grades 10-12

Supervised practicum in the teaching of Latin in grades 10–12. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 74120 must also take LATED 74110.

prereq: LATED 71300
Hours 2 hrs plus conferences,
Credits 2 cr

Latin Courses
For Master's Degree Program Only

24 credits

- Latin 18 credits -

**LAT 72700 - Speaking and Writing Latin**

Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

**LAT 71000 - Topics in Latin literature.**

May be taken three times for credit.

- A. At least 3 credits from the following courses -

**LAT 71100 - Literature of the Republic**

Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

**LAT 71200 - Literature of the Augustan Age**

Selections from poetry and prose authors of the Augustan period.

**LAT 71300 - Literature of the Empire**

Selections from poetry and prose authors of the Imperial period.

- B. At least 3 credits from the following courses -

**LAT 70500 - Caesar**

Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

**LAT 70600 - Cicero**

Selections from the orations, philosophical treatises, and letters of Cicero.

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*

**LAT 70700 - Vergil**

Selections from the Aeneid, Eclogues, and Georgics.
See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

**LAT 72500 - Ovid**

Selections from the *Metamorphoses* and *Amores*.

**LAT 72600 - Horace and Catullus**

Selections.

- 6 additional credits from the courses in section A and/or B or LAT 708 or LAT 710 (LAT 708 and LAT 710 may each be taken up to 3 times total).

- Classical Culture 6 credits -

**CLA 70100 - The Legacy of Ancient Greece**

A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

*Hours 45 hrs, including conferences,*

*Credits 3 cr*

See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

**CLA 70200 - The Legacy of Ancient Rome**

A survey of the culture and civilization of Rome from the founding of the city to the reign of Marcus Aurelius.

*Hours 45 hrs, including conferences,*

*Credits 3 cr*

See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

**CLA 70700 - A Survey of Classical Literature in Translation**

**CLA 70600 - Supervised Reading**

Independent reading on a particular aspect of ancient Greek or Roman culture, supervised by a faculty member.

*Prior approval of graduate adviser required. May be taken twice for credit.*

**Culminating Experiences**

Comprehensive examination in Latin and Classical Culture: Classics Division

Professional teaching portfolio: School of Education

*See Exit Criteria*
Students who enter with initial or provisional certification in adolescent education in a language other than English will be required to take LATED 712, LATED 713, and either LATED 731 or two of the other student teaching/practicum courses that cover grades 7–9 and 10–12 (9–11 credits). Based on a transcript review by the School of Education, such students may be required to complete additional courses in the pedagogical sequence as well. The minimum number of credits for the degree for students who enter with certification in adolescent education is 39 credits. Students may be exempted from up to 6 credits based on prior equivalent course work.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Mathematics - MA

This master's degree program provides advanced coursework in methods of teaching mathematics to those who already have NYS initial certification in Mathematics 7-12, or teachers who hold professional or permanent certification seeking to further their knowledge/skills, and gain additional graduate credits.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0
2. New York State Certification in Mathematics Grades 7-12.
3. Students must have at least 24 undergraduate credits in mathematics with a B average, including courses in Calculus and Linear Algebra.
4. Students with a master's degree in mathematics or mathematics education must have a GPA of at least 3.0 in their graduate courses, with a B average in mathematics courses.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
Students who receive a grade of F or WU in key program courses may not continue in the program.

Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan: MATHAE-MA

Total Credits: 30

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs.*
*Credits 3*

SEDC 73000 - Development of Mathematical Thinking: Implications For Teaching and Learning Mathematics in Grades 7 to 12

A course exploring the role of the teacher in developing mathematical reasoning ability in students. What are the possibilities and limitations? A research-based approach to the problem of providing a solid mathematics education for all students.

SEDC 73100 - Seminar in Mathematics Curriculum, Grades 7-12

A study of the current Standards-Based Mathematics Curriculum from an historical perspective.

SEDC 73200 - Research Seminar in Mathematics Education, Grades 7-12

A course in which students will study the research relative to the mathematics curriculum and complete a research project in a field of mathematics education of their choice.

MATH 62000 - Secondary School Mathematics from an Advanced Perspective I

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

*prereq: Calculus II and a course in linear or matrix algebra*

*Hours 3 hrs*
*Credits 3 cr*

Open only to Teacher Education Program students.

MATH 62300 - Theory of Numbers
Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

Hours 3 hrs
Credits 3 cr

MATH 63000 - Secondary School Mathematics from an Advanced Perspective II

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

Hours 3 hrs.
Credits 3 cr.
Open only to Teacher Education Program students.

STAT 61400 - Data Analysis Using Statistical Software

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.

Hours 3 hrs.
Credits 3 cr.

Electives (Choose 2): Any MATH or STAT 600 or 700 Level Course (6 cr)

Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Mathematics - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Mathematics in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Mathematics 7-12.

The master's program (Academic Plan: MATAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: MATAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. 24 or more credits in mathematics approved by the graduate mathematics adviser, including a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra. Applicants may be admitted on the condition that they complete up to 12 credits of additional course work in mathematics. A transcript review will determine which additional credits, if any, are needed.

3. A grade point average of at least 2.7 in mathematics courses.

4. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

5. A personal statement.

6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Advanced Certificate**

1. An undergraduate major of at least 30 credits in mathematics and a master’s degree in the content area with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra.

2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.

4. A personal statement.

5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plans**

- **Master’s Degree: MATAE-MA**
- **Advanced Certificate: MATAE-AC**

**Total Credits**
Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,  
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400  
Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500  
coreq: One of the following must be a Co-req:*
SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety
Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

**Hours 15 hrs,**
**Credits 1 cr**

**SEDC 72300 - Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71300*
*prereq or coreq: SEDF 70500*
**Hours 30 hrs fieldwork,**
**Credits 2**

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

*Cross-listed SEDC 34100*
*coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500*
**Hours 15 hours of seminar; 48 hours of fieldwork)**
**Credits 1**

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Take Either -

**SEDC 75300 - Student Teaching in Mathematics, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further
develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72300  
prereq or coreq: SEDF 70600  
Hours 45; 60 days student teaching plus workshops and conferences  
Credits 5

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- Or -

**SEDC 77310 - Practicum in Mathematics, Grades 7–9 (KC)**

Supervised practicum for teachers of mathematics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77310 must also take SEDC 77320.

prereq: SEDC 72300  
prereq or coreq: SEDF 70600  
Hours 45 hrs plus conferences  
Credits 3

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- Plus -

**SEDC 77320 - Practicum in Mathematics, Grades 10-12 (KC)**

Supervised practicum for teachers of mathematics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 773.20 must also take SEDC 77310.

prereq: SEDC 723  
Hours 30 hrs plus conferences,  
Credits 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**Mathematics and Statistics Courses**

**Master's Degree Program Only**

15-17 credits
MATH 62000 - Secondary School Mathematics from an Advanced Perspective I

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

 prerequisite: Calculus II and a course in linear or matrix algebra

Hours 3 hrs
Credits 3 cr
Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective II

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.

Hours 3 hrs.
Credits 3 cr.
Open only to Teacher Education Program students.

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical context.

 prerequisite: departmental permission

Hours 3
Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.

 prerequisite: none

Hours 3
Credits 3

- Plus -

STAT 61200 - Discrete Probability

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

 prerequisite: a statistics course on or above the level of STAT 11300

Hours 3
Credits 3

- Or -
STAT 61400 - Data Analysis Using Statistical Software

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

**prereq:** STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.

**Hours** 3 hrs.

**Credits** 3 cr.

**Note:**
1. *Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser.*
2. *Although students are required to take EITHER STAT 612 or STAT 714, students are encouraged to take both courses.*

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a comprehensive examination in their subject area administered by the department within the Arts and Sciences.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Physics - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Physics in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Physics 7-12.

The master's program (Academic Plan: PHYAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: PHYAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

**Master's Degree**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A major in physics.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
Advanced Certificate

1. An undergraduate major of at least 30 credits in physics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: PHYAE-MA
- Advanced Certificate: PHYAE-AC

Total Credits

- PHYAE-MA: 42-43
- PHYAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-
community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,  
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400  
Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500  
coreq: One of the following must be a Co-req:*

- SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 774.1; SEDC 774.2; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 751; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23  
Hours 30 hrs, plus lab,  
Credits 2 cr*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who
have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308

prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100

prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

prereq or coreq: SEDF 70400

Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.
prereq: SEDC 71300  
prereq or coreq: SEDF 70500  
Hours 30 hrs fieldwork  
Credits 2

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100  
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500  
Hours 15 hours of seminar; 48 hours of fieldwork  
Credits 1

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- Take either -

SEDC 75403 - Student Teaching in Physics, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400  
prereq or coreq: SEDF 70600  
Hours 45; 60 days student teaching plus workshops and conferences,  
Credits 5

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- Or -

SEDC 77413 - Practicum in Physics, Grades 7–9 (KC)
Hunter College-supervised practicum for teachers of physics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77413 must also take SEDC 77423.

prereq: SEDC 72400
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

SEDC 77423 - Practicum in Physics, Grades 10–12 (KC)

Hunter College-supervised practicum for teachers of physics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77423 must also take SEDC 77413.

prereq: SEDC 72400
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Physics Courses

For Master's Degree Program Only

16 Credits

PHYS 63000 - Science and Society

Study of the interactions between technological and societal changes, with an emphasis on directing productive critiques and debates over potentially controversial technological change within the classroom. Focusing on present-day issues, students will learn various models of analyzing the impact of scientific change on society and how social change directs science.

prereq: one graduate-level physics course or permission of instructor
Hours 45
Credits 3

PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning
Overview of research and theory related to misconceptions in physics. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the comprehensive examination for the science portion of the MA degree.

prereq: PHYS 63000 and two elective courses in physics or permission of instructor

Hours 60
Credits 4

- Plus three electives 9 credits from below -

**PHYS 60500 - Mathematical Physics**

Introduction to basic mathematical techniques used in physics.

*Hours 45
Credits 3*

**PHYS 61500 - Electromagnetic Theory**

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

*Hours 45
Credits 3*

**PHYS 62500 - Introduction to Quantum Mechanics**

Fundamental ideas in the study of atomic sized systems.

*Hours 45
Credits 3*

**PHYS 64500 - Solid State Physics**

Introduction to basic theory and techniques in study of matter on solid state.

*Hours 45
Credits 3*

**PHYS 68500 - Numerical Methods I**

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations, curve fitting and function approximation, interpolation, differentiation and integration, differential equations.

*Cross-listed (Cross-listed with MATH 68500.)*

*prereq: MATH 15500
Hours 45
Credits 3*

*Note: 700-level physics courses offered at the Graduate Center can be substituted for 600-level courses with permission of the graduate adviser.*
Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Social Studies - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Social Studies in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Social Studies 7-12.

The master's program (Academic Plan: SOCSTAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: SSTAE-AC) is a post-master's program for applicants with no prior NYS certificate.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. 30 credits of concentrated study in one of the areas of social studies (history, political science, geography, or economics) with a GPA of 3.0, including at least 12 credits in history, 3 credits in geography, 3 credits in political science, and 3 credits in economics. The course work in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Two professional references.
5. A personal statement.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in one of the areas of social studies, and a master's degree in the discipline (history, political science, geography, or economics) with a GPA of at least 3.3 from an accredited institution. Coursework at either the undergraduate or graduate level must include 21 credits of history, 3 credits in geography, 3 credits in political science and 3 credits in economics. The coursework in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: SOCSTAE-MA
- Advanced Certificate: SSTAE-AC

Total Credits

- SOCSTAE-MA: 44-45
- SSTAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,
Credits 3 cr*

**SEDF 70400 - Adolescent Development, Grades 7–12**
The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 774.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

*Hours 30 hrs, plus lab,
Credits 2 cr*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC 70100*
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71500 - Advanced Curriculum Development in U.S. History and Civics for Urban Contexts, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

prereq or coreq: SEDF 70400 or SEDF 70500
Hours 3
Credits 3

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72500 - Advanced Curriculum Development in World History and Global Education for Urban Contexts, Grades 7-12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDF 704 or SEDF 70500
Hours 2 (30 hrs fieldwork)
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 74100 - Adolescent Fieldwork (KC)
Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.

Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Take either -

SEDC 75500 - Student Teaching in Social Studies, Grades 7–12 (KC)

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72500
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

SEDC 77510 - Practicum in Social Studies, Grades 7–9 (KC)

Supervised practicum for teachers of social studies in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77520.

prereq: SEDC 72500
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Plus -

SEDC 77520 - Practicum in Social Studies, Grades 10–12 (KC)

Supervised practicum for teachers of social studies in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77510.

prereq: SEDC 72500
Hours 30 hrs plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

History And Geography Courses

15 credits in history including 3 credits in each of the following areas: U.S. history, European history, world or non-Western history. Students who have completed 6 credits in any one of these areas at the undergraduate level will have fulfilled this requirement for that particular area, but will still have to complete at least 15 credits in graduate history courses. Within the 15 credits required in history, at least 3 credits should focus on gender in history and 3 credits should focus on an analysis of diversity in the U.S.

Plus one course (3 credits) as approved by advisor from the Department of Geography.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Spanish - MA / Advanced Certificate

The master's and advanced certificate programs prepare candidates to teach Spanish in grades 7-12 to students of diverse backgrounds, abilities and interests. These programs are not designed for individuals who already have NYS certification in Spanish 7-12.

The master's program (Academic Plan: SPANAE-MA) is for applicants with no prior NYS certificate. The advanced certificate program (Academic Plan: SPAAE-AC) is a post-master's program for applicants with no prior NYS certificate.
Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 3.0 or better, and a major in Spanish with a grade point average of 3.0, with a minimum of 18 credits in Spanish literature above the intermediate level; and oral proficiency at the advanced low level of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI).

Or

Applicants who do not have a Spanish major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits can take two exams to meet the Spanish coursework requirement and writing component: the Oral Proficiency Interview (OPI) administered by the American Council on the Teaching of Foreign Language (ACTFL), and a rigorous Spanish literature written exam administered by the Department of Romance Languages. Candidates must achieve a minimum score of advanced low on the ACTFL OPI exam to meet the admission requirement, and must achieve a passing score in the Department's written test of Spanish literature.

Plus (for all applicants)

2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression. Two professional references.

3. A personal statement.

4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Advanced Certificate

1. An undergraduate major of at least 30 credits in Spanish, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution.

2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

3. Two professional references.

4. A personal statement.


6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Master's Degree: SPANAE-MA
- Advanced Certificate: SPAAE-AC

Total Credits

- SPANAE-MA: 44-45
- SPAAE-AC: 26-27

Education Courses

For Advanced Certificate and Master's Degree Programs

26-27 credits

SED 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,
Credits 3 cr*

SED 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SED 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms,
motivating students, and assessing their learning.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500

coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308

prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC 70100

prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

Hours 45

Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.
**SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12**

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

*prereq or coreq: SEDF 70400

**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 15 hrs,
Credits 1 cr

**SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 71200
prereq or coreq: SEDF 70500

**SEDC 74100 - Adolescent Fieldwork (KC)**

Seminar and field experience in adolescent education. Students will complete a 48-hour field experience in a grade 7-12 classroom in their subject and will participate in an accompanying seminar. They will be observed and evaluated in the field by a School of Education faculty member. An accompanying seminar will treat issues arising from the field experience. Students must achieve a grade of B or better in this course to continue in the program. Any student who obtains a grade of F in the course will not be allowed to continue in the program. Any student who obtains a grade below B must apply to the department chairperson for permission to repeat the course, which may be repeated only once.
Cross-listed SEDC 34100
coreq: SEDC 71200 or SEDC 72100 or SEDC 72200 or SEDC 72300 or SEDC 72400 or SEDC 72500
Hours 15 hours of seminar; 48 hours of fieldwork
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Take Either -

**SEDC 75203 - Student Teaching in Spanish, Grades 7–12 (KC)**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45; 60 days student teaching plus workshops and conferences,
Credits 5

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

**SEDC 77213 - Practicum in Spanish, Grades 7–9 (KC)**

Supervised practicum for teachers of Spanish in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77213 must also take SEDC 77223.

prereq: SEDC 72200
prereq or coreq: SEDF 70600
Hours 45 hours plus conferences,
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

**SEDC 77223 - Practicum in Spanish, Grades 10-12 (KC)**

Supervised practicum for teachers of Spanish in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77223 must also take SEDC 77213.
This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

Spanish Courses

For Master's Degree Program Only

18 Credits

- 3 credits in Structures of Modern Spanish (SPAN 60100).
- 6 credits in Spanish Peninsular Literature.
- 6 credits in Latin American Literature.
- 3 credits in either Spanish or Latin American Literature.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Master's degree students must pass a final examination based on a short reading list (40 titles: 20 in Spanish literature, 20 in Latin American literature). This exam will be different from the one offered to MA students in Spanish, although it may be administered on the same day: Romance Languages department.
4. Complete the Dignity for All Students Act (DASA) workshop.

Adolescent Special Education Grades 7-12: Additional NYS Certification - Advanced Certificate

Program

This program (Academic Plan: ASE712-AC) leads to a post-master's Advanced Certificate in Adolescent Special Education Generalist, Grades 7-12. The program is designed for students with existing New York State certification in either Students with Disabilities Grades 1-6, or another certification content area at the adolescent level—such as Mathematics, Science, English Language Arts, or Social Studies.

Admission Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.5.
2. New York State initial, professional or permanent certification in:
   - Childhood Special Education, Grades 1-6
   - Adolescent Education, Grades 7-12
3. A minimum of 24 liberal arts and sciences credits as follows: 6 credits English, 6 credits in historical and social sciences, 6 credits in science, 6 credits in math.
4. A personal statement.
5. A recommendation from a supervisor or academic professor.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study- 16 cr.

Academic Plan

ASE712-AC

Credits

16

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

Hours 3 hrs
Credits 3 cr

SPED 70100 - Assessment of Students with Disabilities

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

prereq or coreq: SPED 70000
Hours 45 hours; includes 10 hrs of field experience
Credits 3
SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.

prereq or coreq: SPED 70000

Hours 15 hrs,
Credits 1 cr

SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities (KC)

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas.

coreq: SPED 77200
prereq or coreq: SPED 70000
Hours 45 plus 10 field hours
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 77100
prereq or coreq: SPED 70000
Hours 30 hours of seminar plus 25 field hours
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77300 - Math Methods for Adolescents with Disabilities (KC)
Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000 or SPED 70050

Hours 2 hrs
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000
coreq: SPED 77300

Hours 2 hrs: 15 hours of seminar plus 22 lab/clinical hours
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

* Note: These choices are based upon previous courses taken. Note that all applicants will already have taken one required special education course as part of general education certification programs. Therefore a choice allows each candidate to customize a plan of study with new material and avoid taking a course that would be redundant.

Exit Requirements

1. An overall GPA of 3.0.
2. A grade of at least B in classes based upon fieldwork/clinical teaching (SPED 77200 and SPED 77400).
3. Completion of the Dignity for All Students Act (DASA) workshop.
4. Maintain valid and appropriate NYS certification.

Adolescent Special Education, Grades 7-12 (Generalist) - MSED

This master's degree program (Academic Plan: AG712-MSED) is designed to prepare individuals to become special education generalist teachers at the adolescent level. Graduates are eligible for NYS certification in Students with Disabilities Grades 7-12, Generalist, rather than certification in a specific subject area.
Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. A liberal arts and sciences distributed to include: a minimum of 6 credits in English; 6 credits in political science, history, economics, or geography (with at least one course in history or geography); 6 credits in math (a college course in calculus meets this requirement); 6 credits in science; 3 credits in the arts; 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. A personal statement.
5. Two letters of recommendation.
6. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan
AG712-MSED

Total Credits
36-48

Special Education Courses

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for
race, culture, class, language, gender, and disability.

*Hours 3 hrs
*Credits 3 cr

**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000
*Hours 45 hours; includes 10 hrs of field experience
*Credits 3

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

*prereq or coreq: SPED 70000
*Hours 45 hours; includes 15 hrs of field experience
*Credits 3

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

*prereq: SPED 70000
coreq: current employment as a teacher or enrollment in student teaching
*Hours Includes 10 hrs of field experience, 45 hrs,
*Credits 3 cr

**SPED 70450 - Teaching Culturally and Linguistically Diverse Students**

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education.

*prereq: SPED 70000 or SPED 70050
*Hours 3 hrs
*Credits 3 cr
SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities (KC)

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas.

coreq: SPED 77200
prereq or coreq: SPED 70000
Hours 45 plus 10 field hours
Credits 3 cr.

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 77100
prereq or coreq: SPED 70000
Hours 30 hours of seminar plus 25 field hours
Credits 2 cr.

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 77300 - Math Methods for Adolescents with Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social- interaction, and the arts across the curriculum.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr.

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 70000  
coreq: SPED 77300  
Hours 2 hrs: 15 hours of seminar plus 22 lab/clinical hours  
Credits 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 77600 - Writing & Executive Function for Adolescents with Learning Disabilities

In this course students study the practice of teaching all aspects of writing to adolescents with learning disabilities by using various research-based approaches to address: handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050  
Hours 2 hrs  
Credits 2 cr

SPED 78000 - The Study of Learning Disabilities in Children and Adolescents

History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

prereq or coreq: SPED 70000  
Hours 45  
Credits 3

- Plus -

SPED 77500 - Supervised Student Teaching of Adolescents with Learning Disabilities (KC)

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities or mild/ moderate intellectual disabilities in grades 7-12. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 3 hrs: 30 hrs of seminar plus conferences plus 60 days student teaching
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
- Or -

SPED 77550 - Supervised Practicum: Grades 7-12 (KC)

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 3 hrs: 30 hours seminar, plus conferences plus 60 days student teaching
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
- Or both of the following -

SPED 77551 - Supervised Student Teaching: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching
Credits 1.5 cr.

SPED 77552 - Student Teaching: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000 or SPED 70050; SPED 77100; SPED 77200
Hours 1.5 hrs: 30 hours seminar, plus conferences, plus 30 days student teaching
Credits 1.5 cr.

General Education Courses

EDLIT 75500 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Grades 5-12
Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in secondary settings, with emphasis on students with special needs.

Hours 3 (includes 15 hours fieldwork)
Credits 3

**SEDF 71400 - Adolescent Development and Learning: Grades 7-12**

This course prepares teacher candidates to think about how adolescents develop and learn by examining the process of cognitive, social/emotional, personality and language development among youth who vary by gender, race and ethnicity, English proficiency and levels of ability. Emphasis will be placed on creating culturally compatible classrooms, motivating students, and assessing their learning.

Hours 45
Credits 3

**SEDC 71600 - Math: Curriculum and Methods - Grades 7-12**

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the contents of mathematics programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of mathematics. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45 hrs
Credits 3

**SEDC 71700 - Social Studies: Curriculum and Methods - Grades 7-12**

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of social studies programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of social studies. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45
Credits 3

**SEDC 71800 - Science: Curriculum and Methods - Grades 7-12**

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of science programs and curricula in grades 7–12 and formulate teaching methodology for the meaningful learning of science. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45 hrs
Credits 3

**SEDC 72000 - Adolescent Health and Safety**
Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,  
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.  
2. Complete the Dignity for All Students Act (DASA) workshop.

Applied Behavior Analysis - MS / Advanced Certificate

The Hunter College School of Education Master of Science in Applied Behavior Analysis (ABA) program (Academic Plan: APBEH-MS) will provide intensive training in behavior analytic intervention to professionals seeking to work or currently working with children, youth, and adults with autism spectrum disorder as well as to the supervisors and administrators of the programs in which they work. These professionals will then be well prepared to implement applied behavior analytic interventions with this population. Applied behavior analysts work with individuals ranging in age from infancy through adulthood and old age in settings that include schools, homes, day programs, communities, residential care settings, businesses and research laboratories. The program will prepare students to develop, deliver, and evaluate the effectiveness of applied behavior analytic intervention for learners with autism and increase the availability of professionals who have the appropriate training and experience to provide behavior analytic services to children, adolescents and adults with autism spectrum disorders. Students who complete the Master of Science will have the graduate training necessary to sit for the national Board Certified Behavior Analyst® (BCBA) exam. Upon passing the BCBA exam, graduates will be eligible for New York State's new license in behavior analysis.

The post-master's, advanced certificate program (Academic Plan: APBEH-AC) provides intensive training to professionals in applied behavior analysis and its applications to working with children, youth and adults with autism spectrum disorder as well as to supervisors and administrators of Applied Behavior Analysis programs. This program is designed to prepare professionals to implement ABA intervention and to sit for the international Board Certified Behavior Analyst® exam. This program does not lead to NYS certification.

Admission Requirements

Master's Degree

1. A bachelor's or master's degree from a regionally-accredited university and a minimum 3.0 GPA.  
2. Resume and two professional references to be included with the application for matriculation.  
3. GRE scores.  
4. If admissions requirements are met, an interview with program faculty.

Advanced Certificate

1. A master's degree from an accredited institution in education, psychology, or behavior analysis, and a minimum 3.0 GPA.
2. Applicants who meet the eligibility criteria will be interviewed.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for these programs.*

**Progress Standards for Master of Science**

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of INC (incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more Ins will not be allowed to register for any courses.
4. All field experiences will take place at a site affiliated with the ABA program at Hunter College.
5. Any student who receives a grade below a B in a field experience course must apply to the chairperson of the department to repeat that course, which may only be repeated once.
6. Any student who receives a grade of F, INC, or WU may not reregister and will not be allowed to continue in the program.

**Progress Standards for Advanced Certificate**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
   - Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).

**Courses**

**Academic Plans**

- Master’s Degree: APBEH-MS
- Advanced Certificate: APBEH-AC

**Total Credits**

- APBEH-MS: 44
- APBEH-AC: 18

**Course of Study Master of Science**

**CEDF 71500 - Diversity in the American School**

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.
EDABA 72000 - Managing Behavior Analytic Records

This course provides a comprehensive review of the legal and ethical management of behavior analytic records in the context of professional behavior analytic practice. Topics to be covered include the legal and regulatory requirements for behavior analytic record keeping along with use of behavior analytic data in professional practice.

Hours 2
Credits 2

EDABA 74000 - Philosophy of Behaviorism

This course examines radical behaviorism in a broad historical, theoretical, and philosophical context. Works by B. F. Skinner and analyses and extensions of these works will be discussed. Radical, contextual, methodological, and feminist behaviorism will be analyzed and their historical roots investigated. Readings will explore major conceptual issues such as determinism, mentalism, selection by consequences, freedom, control, and responsibility. Finally, the course will cover social issues and cultural design as applications of behavioral thinking.

prereq: EDABA 79100, EDABA 79500, EDABA 79800
Hours 3
Credits 3.0

EDABA 75000 - Analysis of Verbal Behavior

This course introduces students to a behavior analytic approach to language and to the interaction between speakers and listeners. The course will cover types of elementary verbal behavior. Students will learn to recognize examples of these concepts as they occur in everyday life. Research articles that report on teaching verbal behavior to learners will be analyzed.

prereq: EDABA 795, EDABA 796, and EDABA 798
Hours 3
Credits 3

EDABA 75500 - Functional Behavior Assessment

This course examines various behavior analytic assessment methods that are designed to identify the function of challenging behavior. Both experimental and non-experimental assessment methodologies will be examined along with methods of data collection and analysis.

prereq: EDABA 795 or EDABA 798
Hours 3
Credits 3

EDABA 77000 - Practicum in Applied Behavior Analysis I (KC)

This course is designed to teach students about personnel supervision and management and to give them some experience conducting fieldwork. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from discriminated operants, reinforcement schedules, and social learning. applied behavior analytic
interventions is required. Specific topics to be covered during this course include: how to go about accruing certification hours, securing a supervision contract, and how to adequately train and supervise staff.

prereq: EDABA 795 and approval of graduate advisor
Hours 3
Credits 3
Includes 180 hours of field experience.

EDABA 77100 - Practicum in Applied Behavior Analysis II (KC)

This course is the second of a two-course sequence in conducting fieldwork in applied behavior analytic settings. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from applied behavior analytic interventions is required.

prereq: EDABA 770 and approval of graduate advisor
Hours 3
Credits 3
Includes 180 hours of field experience.

EDABA 79000 - Single-Subject Research Design

This course is an introduction to single-subject research methods used in applied behavior analysis. In addition, data collection, data analysis, and data presentation will be covered.

Hours 45
Credits 3

EDABA 79100 - Ethics and Professionalism for Applied Behavior Analysts

This course provides an introduction to ethical and professional behavior for applied behavior analysts. Topics to be covered include a variety of ethical and professional issues for applied behavior analysts as they relate to research and practice.

Hours 45
Credits 3

EDABA 79500 - Applied Behavior Analysis I (KC)

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.
EDABA 79600 - Applied Behavior Analysis II (KC)

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

prereq: EDABA 79500

EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

prereq: EDABA 79500 or EDABA 79800

EDABA 79300 - Applied Behavior Analytic Autism Intervention for Adults
This course examines applied behavior analytic intervention for adults with autism spectrum disorder. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include promoting independence, social skills, healthcare, leisure skills, vocational skills, employment, and managing problem behavior. Other areas to be covered include motivational systems, behavior assessment and staff training.

*Hours 3 hrs*
*Credits 3*

SELECT EITHER THESIS OR CLINICAL CAPSTONE

**THESIS TRACK**

**EDABA 78000 - Thesis I (KC)**

This course is the first course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct a literature review, develop a research proposal, and apply for necessary research approvals.

*prereq: EDABA 790, EDABA 791 and approval of graduate advisor*
*Hours 3 plus conferences*
*Credits 3*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**EDABA 78100 - Thesis II (KC)**

This course is the second course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct an original research project based on the proposal developed in EDABA 780.

*prereq: EDABA 780 and approval of graduate advisor*
*Hours 3 plus conferences*
*Credits 3*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**CLINICAL TRACK**

**EDABA 78500 - Clinical Capstone 1**

This course is the first course in a two-course sequence in which students conduct a literature review on a relevant applied topic and then write a clinical handbook or create a clinical training module based on this review. Under the supervision of a faculty advisor, students in EDABA 78500, identify a relevant area of behavior analytic application, conduct a comprehensive literature review on the topic, and defend the review to a committee of experts.

*prereq: EDABA 79000, EDABA 79100, EDABA 79600, EDABA 75500, and graduate academic advisor approval*
EDABA 78600 - Clinical Capstone 2

This course is the second course in a two-course sequence in which students write a clinical handbook or create a clinical training module based on recommendations from their literature review in EDABA 78500. This will occur under the supervision of a faculty advisor. The final product will be defended in front of a committee of experts.

prereq: Approval of graduate academic advisor.

Course of Study Advanced Certificate

EDABA 79100 - Ethics and Professionalism for Applied Behavior Analysts

This course provides an introduction to ethical and professional behavior for applied behavior analysts. Topics to be covered include a variety of ethical and professional issues for applied behavior analysts as they relate to research and practice.

EDABA 79500 - Applied Behavior Analysis I (KC)

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDABA 79600 - Applied Behavior Analysis II (KC)

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

prereq: EDABA 79500
EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

EDABA 79000 - Single-Subject Research Design

This course is an introduction to single-subject research methods used in applied behavior analysis. In addition, data collection, data analysis, and data presentation will be covered.

EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

Prereq: EDABA 79500 or EDABA 79800

EDABA 79300 - Applied Behavior Analytic Autism Intervention for Adults

This course examines applied behavior analytic intervention for adults with autism spectrum disorder. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include promoting independence, social skills, healthcare, leisure skills, vocational skills, employment, and managing problem behavior. Other areas to be covered include motivational systems, behavior assessment and staff training.
Exit Requirements

Master's Degree

1. An overall GPA of 3.0.

Advanced Certificate

1. An overall GPA of 3.0.
2. No course grade below B

Bilingual Childhood Education, Grades 1-6 - MSEd

This graduate program in Bilingual Childhood Education (Academic Plan: CEBIL-MSED) is designed to prepare individuals to become effective teachers with high levels of teaching competencies using two languages of instruction at the childhood grade range. The programs are offered in three languages: Spanish/English, French/English and Chinese/English. The Bilingual Childhood Education program leads to NYS certification in Childhood Education with Bilingual Education Extension.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Completion of a satisfactory writing sample in English and in Spanish as part of the application process.
5. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted in English and in Spanish, French or Chinese.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study
Academic Plan

CEBIL-MSED

Total Credits

37-49

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

**BILED 71150 - Fieldwork in Bilingual Literacy (KC)**

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

*coreq: BILED 77100*
*Hours 75 hrs, Credits 1 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**BILED 71700 - Language Assessment for English Language Learners**

An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

*prereq: BILED 77100, CEDCF 70050*
*Hours 45 hrs, Credits 3 cr*

**BILED 77100 - Psychology of Language Learning and Teaching**

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.
**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

**BILED 78000 - Bilingual Research Seminar**

The bilingual research seminar, which serves as the culminating experience, focuses on the relationship between educational research and the classroom teacher. Students will review significant bilingual research to consider the implications of findings for bilingual instruction, and they will initiate their own classroom/community studies to reflect upon their own practice and to become critical consumers of research.

**CEDC 70000 - The Art of Effective Teaching**

This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

**CEDC 70300 - Teaching Science in the Elementary School**

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.
CEDC 70400 - Teaching Developmental Reading

The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

prereq or coreq: CEDF 70900  
Hours includes 10 hrs of fieldwork  
Credits 3

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900  
Hours includes 10 hrs of fieldwork  
Credits 3

CEDC 71300 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

prereq or coreq: CEDF 70900  
Hours 45 hrs,  
Credits 3

CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

prereq or coreq: To be taken with CEDF 71000, CEDC 70300, CEDC 72200, CEDC 70200, CEDC 77300.  
Hours 45  
Credits 3

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators (KC)
Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

*prereq:* CEDF 70900; BILED 70100. *Observing and assisting teaching in an elementary school setting*
*Hours* 15 hrs of seminar plus 50 hrs fieldwork
*Credits* 1

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School**

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

*prereq or coreq:* CEDF 70900
*Hours* 45 hrs
*Credits* 3

**CEDF 70900 - Child Development Grades 1-6**

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

*Hours includes 5 hrs of field work*
*Credits* 3

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308*  
*prereq:* SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100  
*prereq or coreq:* SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900  
*Hours* 45  
*Credits* 3

- And -

*Spanish language*
BILED 71100 - Bilingual Literacy-Spanish (KC)

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 77800 - Instruction Through the Native Language-Spanish

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

prereq or coreq: BILED 70100
Hours 45 hrs plus 10 hrs of fieldwork,
Credits 3

- Or -

French language

BILED 71200 - Bilingual Literacy-French (KC)

Bilingual literacy - French: conducted in French and English and will present how to differentiate instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners. The course aims to develop teachers' ability to plan for language, content and literacy skills by designing a thematic integrated literacy unit. The course will assist teachers in understanding how to develop students' oral language, spelling, grammar, and vocabulary.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.
prereq or coreq: BILED 70100 and CEDF 70900 for the MSEd/Childhood Education Grades 1-6 with bilingual extension; for the MSEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100
Hours 45
Credits 3

- Or -

Chinese language

**BILED 71300 - Bilingual Literacy-Chinese (KC)**

Bilingual Literacy – Chinese focuses on the development of literacy skills in both English and Chinese for students in bilingual programs. The emphasis is on L1 and L2 literacy using narrative and expository text, technology, and the arts as mediums for developing skills. This course will be conducted in Chinese and English.

prereq or coreq: BILED 77100, BILED 77150
Hours 30
Credits 2
For the Advanced Certificate Leading to an Extension in Bilingual program: the prereq or coreq is BILED 77150

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**BILED 76900 - Instruction through the Native Language-Chinese**

To enhance Chinese language skills of teacher candidates for the purpose of teaching content areas in and through Chinese. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Chinese for the bilingual classroom.

Hours 45 hours plus 10 hours of fieldwork
Credits 3
Prereq or Coreq: For the Childhood education Grades 1-6 with a Bilingual Extension program: BILED 70100, CEDF 70900; For the MSEd in Early Childhood Education Birth through Grade 1 with a Bilingual Extension: Program 1, BILED 70100, ECF 70000; Program 2, none; Program 3, BILED 70100; For the Advanced Certificate Leading to and Extension in Bilingual program: none.

-Plus-

**BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6 (KC)**

Supervised student teaching at two grade levels in an elementary bilingual setting selected by Hunter College; four full days a week plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator
Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar
Credits 4
This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

- Or one of the following -

**BILED 78500 - Student Teaching in Grades 1–3 (KC)**

Twenty days of supervised student teaching at grade level 1–3 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

*prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

**BILED 78300 - Practicum in Grades 1–3 (KC)**

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

*prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences
Credits 2 cr

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

- And one of the following -

**BILED 78600 - Student Teaching in Grades 4–6 (KC)**

Twenty days of supervised student teaching at grade level 4–6 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500.
prereq: completion of 39 credits of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 78400 - Practicum in Grades 4–6 (KC)

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. A grade of B or better in BILED 780 (Bilingual Research Seminar).
3. Complete the Dignity for All Students Act (DASA) workshop.

Bilingual Early Childhood Education, Birth-Grade 2 - MSEd

This graduate program in Bilingual Early Childhood Education (Academic Plan: ECBB2-MSED) is designed to prepare individuals to become effective teachers with high levels of teaching competencies using two languages of instruction at the early childhood grade range. The program is offered in three languages: Spanish/English, French/English and Chinese/English. This program leads to NYS certification in Early Childhood Education with Bilingual Education Extension.

This program offers three tracks (or subplans):

TRACK 1 (Subplans: ECBB2LSPAN, ECBB2LFREN, ECBB2LCHIN) is for those without NYS certification.
TRACK 2 (Subplan: ECBB2OSPAN, ECBB2OFREN, ECBB2OCHIN) is for those with initial certification in Childhood Education, Special Education or TESOL.
TRACK 3 (Subplan: ECBB2ASPAN, ECBB2AFREN, ECBB2ACHIN) is for those with initial certification in Early Childhood Education.

Admission Requirements
Track 1

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. An on-site writing sample in English and in Spanish, French or Chinese.
5. Demonstration of satisfactory oral English and Spanish, French or Chinese through an interview conducted with at least two professors.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Track 2

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or master's degree with GPA of at least 3.5.
2. NYS initial, professional, or permanent certification in Childhood Education, Common Branches Pre-K-6, Special Education, or TESOL.
3. Completion of a satisfactory writing sample in English and in Spanish, French or Chinese.
4. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted with at least two professors.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Track 3

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or master's degree with GPA of at least 3.5.
2. NYS initial certification in Early Childhood Education.
3. Completion of a satisfactory writing sample in English and in Spanish, French or Chinese.
4. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted with at least two professors.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.
Course of Study

Academic Plan

ECBB2-MSED

Subplans

- TRACK 1:
  - SPANISH - ECBB2LSPAN
  - FRENCH - ECBB2LFREN
  - CHINESE - ECBB2LCHIN

- TRACK 2:
  - SPANISH - ECBB2OSPAN
  - FRENCH - ECBB2OFREN
  - CHINESE - ECBB2OCHIN

- TRACK 3:
  - SPANISH - ECBB2ASPAN
  - FRENCH - ECBB2AFREN
  - CHINESE - ECBB2ACHIN

Total Credits

- TRACK 1 - ECBB2LSPAN, ECBB2LFREN, ECBB2LCHIN: 40-52
- TRACK 2 - ECBB2OSPAN, ECBB2OFREN, ECBB2OCHIN: 33-45
- TRACK 3 - ECBB2ASPAN, ECBB2AFREN, ECBB2ACHIN: 30-36

Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits (Track 2) or 6 credits (Track 3) of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

Courses for All Tracks

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children’s behavior, for assessing environments and curricula, and using computer technology in early childhood.

prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels
Credits 3

ECC 72000 - Integrative Seminar in Early Childhood Education

Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900
BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 71150 - Fieldwork in Bilingual Literacy (KC)

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 77100 - Psychology of Language Learning and Teaching

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

prereq or coreq: BILED 70100
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

BILED 77900 - Multicultural Education

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

prereq or coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr
- Plus -  
Spanish language

**BILED 71100 - Bilingual Literacy-Spanish (KC)**

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

*coreq: BILED 71150*
*prereq or coreq: BILED 77100*
*Hours 30*
*Credits 2*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**BILED 77800 - Instruction Through the Native Language-Spanish**

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

*prereq or coreq: BILED 70100*
*Hours 45 hrs plus 10 hrs of fieldwork,*
*Credits 3*

- Or -  
French language

**BILED 71200 - Bilingual Literacy-French (KC)**

Bilingual literacy - French: conducted in French and English and will present how to differentiate instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners. The course aims to develop teachers' ability to plan for language, content and literacy skills by designing a thematic integrated literacy unit. The course will assist teachers in understanding how to develop students' oral language, spelling, grammar, and vocabulary.

*prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education*
*Hours 30*
*Credits 2*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**BILED 76800 - Instruction through the Native Language-French**
This course will be conducted in French. Students will learn to master academic French as it relates to bilingual education and the content areas. They will also learn to integrate French language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MSEd/Childhood Education Grades 1-6 with bilingual extension; for the MSEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100
Hours 45
Credits 3

- Or -

Chinese language

**BILED 71300 - Bilingual Literacy-Chinese (KC)**

Bilingual Literacy – Chinese focuses on the development of literacy skills in both English and Chinese for students in bilingual programs. The emphasis is on L1 and L2 literacy using narrative and expository text, technology, and the arts as mediums for developing skills. This course will be conducted in Chinese and English.

prereq or coreq: BILED 77100, BILED 77150
Hours 30
Credits 2
For the Advanced Certificate Leading to an Extension in Bilingual program: the prereq or coreq is BILED 77150

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**BILED 76900 - Instruction through the Native Language-Chinese**

To enhance Chinese language skills of teacher candidates for the purpose of teaching content areas in and through Chinese. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Chinese for the bilingual classroom.

Hours 45 hours plus 10 hours of fieldwork
Credits 3
Prereq or Coreq: For the Childhood education Grades 1-6 with a Bilingual Extension program: BILED 70100, CEDF 70900; For the MSEd in Early Childhood Education Birth through Grade 1 with a Bilingual Extension: Program 1, BILED 70100, ECF 70000; Program 2, none; Program 3, BILED 70100; For the Advanced Certificate Leading to an Extension in Bilingual program: none.

- And take either -

**ECC 71650 - Student Teaching in Early Childhood Bilingual Settings (KC)**

Two student teaching placements of 30 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)
Hours 30 hrs of seminar plus 60 days of student teaching
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

**ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting (KC)**

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

*Hours 15 hrs of seminar plus conferences,*
*Credits 1*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And -

**ECC 71850 - Early Childhood Bilingual Student Teaching (KC)**

Student teaching for 30 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

*prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)*

*Hours 15 hrs of seminar plus 30 days of student teaching*
*Credits 2*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**Additional Courses for Track 1**

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels*
*Credits 3*

**ECF 70100 - Social and Historical Contexts of Early Childhood Education**
Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours 45 hrs
Credits 3*

**ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2**

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs
Credits 3*

**ECC 70500 - Language and Literacy: Birth through Kindergarten**

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

*prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3*

**ECC 70600 - Language and Literacy: K through Grade 2**

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

*prereq or coreq: ECC 70500 (early childhood students only)
Hours 45 hrs
Credits 3*

**ECC 70800 - Children with Special Needs: Birth through Grade 2**

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

*prereq: ECC 70300
prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels
Credits 3*
ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

prereq or coreq: ECC 70300
Hours 45 hrs
Credits 3

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

prereq: ECC 70300
Hours 15 hrs of seminar plus 50 hrs in the field
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

Hours 45 hrs
Credits 3

ECC 71400 - Health, Safety and Nutrition in Early Childhood

This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3

ECC 71500 - Educational Technology in Early Childhood
Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

*Hours 15 hrs,*

*Credits 1 cr*

**Additional Courses for Track 2**

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels*

*Credits 3*

**ECF 70100 - Social and Historical Contexts of Early Childhood Education**

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours 45 hrs*

*Credits 3*

**ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2**

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000*

*Hours 45 hrs*

*Credits 3*

**ECC 70400 - Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

*prereq or coreq: ECF 70000*

*Hours 45 hrs*

*Credits 3*
ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300
prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels
Credits 3

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

prereq or coreq: ECC 70300
Hours 45 hrs
Credits 3

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

Hours 45 hrs
Credits 3

ECC 71500 - Educational Technology in Early Childhood

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

Hours 15 hrs,
Credits 1 cr

Additional Courses for Track 3

7-13 credits from the courses below based on a transcript review of prior coursework in early childhood education.

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.
ECC 70400 - Language and Literacy: Birth through Grade 2

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

ECC 71500 - Educational Technology in Early Childhood
Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

*Hours 15 hrs,*  
*Credits 1 cr*

**Exit Requirements**

1. An overall GPA of 3.0  
2. Completion of ECC 72000 (Integrative Seminar in Early Childhood Education) with a grade of B or better.  
3. Track 2 and 3 students must maintain a valid and appropriate NYS certification.  
4. Complete the Dignity for All Students Act (DASA) workshop.

**Bilingual Education Extension: NYS Teachers - Advanced Certificate**

**Program**

The School of Education offers a post-baccalaureate program that lead to Bilingual Education Extension for classroom teachers with NYS certification (Academic Plan: BEXT-AC). This program trains teachers to become effective bilingual practitioners with high levels of competence using two languages of instruction. The programs are offered in three language sets: Spanish/English, French/English and Chinese/English.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 -or- A master's degree with a GPA of at least 3.5  
2. NYS teacher certification in:  
   - Early Childhood Education (Birth-Grade 2)  
   - Childhood Education (Grades 1-6)  
   - Common Branches PreK-Grade 6  
   - Middle Childhood Education (Grades 5-9)  
   - Adolescent Education (Grades 7-12)  
   - Special Subjects  
   - Literacy Education  
   - Students with Disabilities in Early Childhood, Childhood, Middle Childhood, or Adolescent Education or Special Education K-12  
   - Teachers of Students who are Blind or Visually Impaired, Deaf or Hard of Hearing, or Speech and Language Impaired  
3. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted in English and in Spanish, French or Chinese.  
4. Two letters of recommendation, including one from a supervisor.  
5. Submission of scores on the Graduate Record Examination, except applicants who are certified teachers or school administrators and hold a graduate degree.

**Progress Standards**
1. **Minimum GPA for Retention** - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. **No F in the first two semesters** — students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. **Progress holds due to Incomplete Grades** - Students with two or more INCs will not be allowed to register for any courses.

4. **Key Course Performance Standards**
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study - 13-14 cr.**

**Academic Plan: BIEXT-AC**

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

**BILED 71150 - Fieldwork in Bilingual Literacy (KC)**

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

*coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**BILED 77100 - Psychology of Language Learning and Teaching**

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.
prereq or coreq: BILED 70100
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

BILED 77900 - Multicultural Education

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

prereq or coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish (KC)

This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MSED/Childhood Education Grades 1-6 with bilingual extension; for the MSED in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100
Hours 45
Credits 3

Exit Requirements

1. An overall GPA of 3.0.
2. A grade of at least B in the field experience course BILED 71150.
3. Maintain a valid and appropriate NYS certification.
4. Complete the Dignity for All Students Act (DASA) workshop.
Bilingual Education Extension: Pupil Personnel Services - Advanced Certificate

Program

The School of Education offers a post-baccalaureate, advanced certificate program that lead to Bilingual Education Extension for those with NYS certification in Pupil Personnel Services (Academic Plan: BEPPS-AC). This program trains teachers to become effective bilingual practitioners with high levels of competence using two languages of instruction. The programs are offered in three language sets: Spanish/English, French/English and Chinese/English. Candidates must be employed and working in their area of certification in a bilingual setting at the time of application and during practicum semester.

Admission Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.5
2. Permanent or professional certification in:
   o School Administrator
   o School Building Leader
   o School Counselor
   o School Social Worker
   o School Psychologist

-or-

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 and provisional certification in one of the certification areas listed above.
2. An on-site writing sample in English and in Spanish, French or Chinese and an interview conducted in English and Spanish, French or Chinese.
3. A recommendation from a supervisor.
4. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 15 cr.
Academic Plan: BEPPS-AC

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork
Credits 3 cr

**BILED 71700 - Language Assessment for English Language Learners**

An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

*prereq: BILED 77100, CEDCF 70050
Hours 45 hrs,
Credits 3 cr

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

*prereq or coreq: BILED 70100
Hours includes 5 hrs of fieldwork
Credits 3 cr

**COCO 70700 - Multicultural Aspects of Counseling**

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

*Hours 45 hrs
Credits 3

**COUNS 71800 - Practicum in Counseling (KC)**

This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

*prereq: COCO 70100; COCO 70200
prereq or coreq: COCO 700; COUNS 719; COUNS 717
Hours 100
Credits 3 credits
Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

Blind and Visually Impaired - MSEd

Program Coordinator

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The School of Education offers graduate programs that prepare students to become teachers of the Blind and Visually Impaired. Graduates of the Blind and Visually Impaired program will be prepared to teach learners who are blind or visually impaired in diverse PreK-12 settings including residential schools for the blind, classroom programs and itinerant teaching settings in public and private schools.

The master's degree in Blind and Visually Impaired offers two programs. Program 1 (Academic Plan: BVI-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and blind and visually impaired. Program 2 (Academic Plan: TCHBL-MSED) is for those who hold NYS certification and leads to single certification in blind and visually impaired.

Admission Requirements

Program 1

For applicants who do not hold NYS certification in Childhood Education

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5; plus
   A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold Early Childhood, Childhood, PreK-Grade 6, Middle Childhood or Adolescent Education NYS certification
1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5; plus
2. NYS initial, professional, or permanent certification in Early Childhood, Childhood, PreK-grade 6, Middle Childhood or Adolescent Education. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 715, a 1-credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for these programs.*

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plans**

- **Program 1: BVI-MSED**
- **Program 2: TCHBL-MSED**

**Total Credits**

- **BVI-MSED:** 43-57
- **TCHBL-MSED:** 40-41

**Courses for Programs 1 and 2**

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.
SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

_prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100
_Hours Includes 20 hrs of field experience, 45 hrs,
_Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

_prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100
_Hours (includes 10 hours of field experience),
_Credits 3 cr

SPED 70700 - Research Seminar: Issues in Special Education (KC)

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

_Hours 45 hrs,
_Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.
SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.
SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

*prereq or coreq: SPED 74000, SPED 74100

SPED 74400 - Assistive Technology for Learners with Visual Impairments

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

*prereq: SPED 74300

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

*prereq or coreq: SPED 74000, 74100, 74200, 74300

SPED 74600 - Educational Implications of Learners Who Are Deafblind

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.
prereq: SPED 70000, SPED 79000 or SPED 74100
*Hours* Includes 10 hrs of field experience
*Credits* 3

**SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments**

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

*prereq or coreq:* SPED 74000, 74100
*Hours* includes 10 hrs of filed experience
*Credits* 3 cr

- Take either -

**SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired at two grade levels that do not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, adapting sensory environments, selecting appropriate learning media, adapting curriculum through tactile graphics, developing IEPs, and forming partnerships with families.

*prereq or coreq:* SPED 74000, SPED 74100
*Hours* 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,
*Credits* 4 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or one of the following -

**SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.
prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching, 
Credits 2 cr

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching, 
Credits 2 cr

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences, 
Credits 2 cr

This Key Course requires a grade of B or better to pass. 
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. 
This course may be repeated only once.

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field
placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus one of the following -

**SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours structured conferences, plus 20 days student teaching,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12 (KC)**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnership with families.

prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences, plus 20 days student teaching
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6 (KC)**
Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12 (KC)

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Additional Courses for Program 1

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work
Credits 3

CEDC 70350 - Teaching Science in the Elementary School

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.
CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.
prereq: CEDF 70900, CEDC 70450 and 70550

Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
   - and either -
   - an original written research proposal
   - or -
   - a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

Blind and Visually Impaired: NYS Teacher Certification - Advanced Certificate

Program

This post-master's, advanced certificate program (Academic Plan: TBVI-AC) is designed to prepare NYS certified teachers to serve as teachers of the blind and visually impaired, including those with multiple disabilities, in educational programs from birth to grade 12. Graduates of this program will be eligible for NYS professional certification in Blind and Visually Impaired.

Admission Requirements

1. New York State teaching certification in any area.
2. Master's degree in education or a related services field (speech and language pathology, physical therapy, nursing) with a GPA of at least 3.5.
3. Completion of SPED 70000 (Issues and Practices in Educating Students with Disabilities) or the equivalent with a grade of B or better for all applicants without a master's degree in special education.
4. Evidence of acceptable writing skills.
5. Three letters of recommendation.
6. Evidence of work, volunteer, or personal experience with individuals with visual impairments.
7. An interview with a special education faculty member.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study - 22 cr.**

**Academic Plan: TBVI-AC**

**SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)**

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

*prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)**

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

*prereq or coreq: SPED 74000
Hours Includes 10 hrs of field experience*
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments**

Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.

*prereq or coreq: SPED 74000, SPED 74100*

*Hours includes 15 hrs of field experience*

*Credits 3*

**SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)**

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

*prereq or coreq: SPED 74000, SPED 74100*

*Hours includes 10 hrs of field experience*

*Credits 3*

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 74400 - Assistive Technology for Learners with Visual Impairments**

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

*prereq: SPED 74300*

*Hours 45 hrs, Credits 3 cr*

**SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments**
Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

prereq or coreq: SPED 74000, 74100, 74200, 74300
Hours 15 hrs,
Credits 1 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000, 74100
Hours includes 10 hrs of filed experience
Credits 3 cr

SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment (KC)

Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6 (KC)

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements
1. An overall GPA of 3.0.
2. Students must receive a grade of B or better in student teaching or practicum courses.
3. Must maintain a valid and appropriate NYS certification.
4. Complete the Dignity for All Student Act (DASA) workshop.

Program Adviser

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Blind and Visually Impaired: Orientation and Mobility - Advanced Certificate

Program

This post-master's, advanced certificate program is designed for certified Teachers of Students with Visual Impairments and/or Vision Rehabilitation Teachers (VRT) who have ACVREP certification to become Certified Orientation & Mobility Specialists (COMS). Graduates of this program will be eligible to obtain national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) as orientation and mobility specialists (COMS). This program does not lead to additional NYS certification.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0, plus teacher of the blind and visually impaired teaching certificate, or occupational therapy or physical therapy.

   -or-

   A master's degree from an accredited institution with a GPA of at least 3.5 in rehabilitation teaching or teacher of the blind and visually impaired or in occupational therapy or physical therapy with a GPA of at least 3.5.

2. Evidence of acceptable written languages skills.
3. Three letters of recommendation.
4. Evidence of work, volunteer or personal experience with individuals with visual impairments.
5. An interview with a special education faculty member.

*International applicants who need an F-1 or J-1 Visa are not currently eligible for this program.*

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
Students must receive a grade of at least a B in key program courses.

Students who receive a grade of F or WU in key program courses may not continue in the program.

Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 20 cr.

Academic Plan: ORMOB-AC

COUNR 73000 - Counseling with the Aging

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

*Hours 45 hrs
*Credits 3

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

*Hours includes 10 hrs field experience, 45 hrs,
*Credits 3 cr

SPED 76500 - Intermediate Orientation and Mobility (KC)

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800
*Hours includes 50 hrs of lab plus 15 hrs field experience
*Credits 3 cr.

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

SPED 76600 - Advanced Orientation and Mobility
Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

**prereq or coreq:** SPED 76500, 76800  
*Hours includes 50 hrs of lab plus 15 hrs field experience*  
*Credits 3 cr*

**SPED 76700 - Orientation and Mobility: Internship/Seminar (KC)**

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

**prereq or coreq:** SPED 76500, 76600, 76800, 76900  
*Hours 30 hrs seminar, plus conferences plus 340 hours of internship,*  
*Credits 2 cr*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*

**SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar**

This course teaches assessment, evaluation and lesson plan/execution, the systems of mobility used by persons who are visually impaired, and indoor travel techniques used by persons with visual impairments navigating familiar and unfamiliar buildings. Fifteen day summer course.

**prereq or coreq:** permission of adviser  
*Hours 3 hrs*  
*Credits 3 cr.*  
*Two week summer course.*

**SPED 76900 - Advanced Orientation and Mobility Lab and Seminar**

This course provides instruction in, lesson sequencing, pedagogical and andragogical methods for O&M instruction for persons who are blind or visually impaired. Through observation, and practice, this course develops competencies in teaching travel techniques used by persons with visual impairments.

**prereq:** SPED 76800  
*Hours 3 hrs*  
*Credits 3 cr.*  
*Two week summer course.*

**Exit Requirements**
An overall GPA of 3.0

Childhood Education Grades 1-6 - MSEd

This program (Academic Plan: CHED-MSED) leads to NYS certification in Childhood Education. It is nationally recognized by the Association for Childhood Education International (ACEI) and prepares teachers for work in NYC public schools. This program is not designed for those with prior NYS certification in Childhood Education; Those who already hold Childhood Education certification should consider our programs in Literacy, Special Education, Early Childhood Education, TESOL, Elementary Math Specialist or Childhood Education STEM Specialization.

The Childhood Education program offers two tracks (or subplans).

- Track 1 (Subplan: CHEDTKONE) is an evening program designed with career changers in mind that allows students to adapt the pace of the program to their needs.
- Track 2 (Subplan: CHEDTKTWO) is a two-year, full-time, daytime, clinically-rich program.

Admission Requirements

1. A bachelor's degree from an accredited institution with a grade point average of at least 3.0.
2. A liberal arts or sciences major (or interdisciplinary concentration) of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

CHED-MSED
Subplans

- Track 1: CHEDTKONE
- Track 2: CHEDTKTWO

Total Credits

- CHEDTKONE: 36-49
- CHEDTKTWO: 55 (this number was previously listed as 53 credits in error)

Track 1

Subplan: CHEDTKONE

**CEDC 70000 - The Art of Effective Teaching**

This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

*prereq or coreq: CEDF 70900*

*Hours* 2

*Credits* 2

**CEDC 70300 - Teaching Science in the Elementary School**

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

*prereq or coreq: CEDF 70900 and CEDC 70000*

*Credits* 3

**CEDC 70400 - Teaching Developmental Reading**

The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

*prereq or coreq: CEDF 70900*

*Hours includes 10 hrs of fieldwork*

*Credits* 3

**CEDC 70500 - Mathematics Curriculum and Methods**

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.
CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.

CEDC 71300 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

CEDC 715FW - Fieldwork: Reading and Social Studies (KC)

Supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.

CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development
The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

**prereq or coreq: To be taken with CEDF 71000, CEDC 70300, CEDC 72200, CEDC 70200, CEDC 77300.**

**CEDC 73000 - Perspectives on Literacy Across the Content Areas**

Literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository as well as narrative texts will be utilized.

**prereq: CEDF 70900; CEDC 70400**

**coreq: CEDC 71500 and 72200**

**Hours 30 hrs,**

**Credits 2**

**CEDC 70600 - Social, Historical, Philosophical Foundations of Education: The American School**

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

**Hours 45 hrs**

**Credits 3**

**CEDF 70900 - Child Development Grades 1-6**

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

**Hours includes 5 hrs of field work**

**Credits 3**

**CEDF 71000 - Educational Psychology**

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

**prereq: CEDF 70900**

**Hours includes 5 hrs of field work**

**Credits 3**

**CEDF 71500 - Diversity in the American School**
Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

*Hours 45 hrs
Credits 3*

**CEDF 71600 - Assessment of Teaching and Learning**

Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.

*Credits 3*

**CEDF 79200 - Integrative Seminar: Research in Childhood Education**

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

*prereq: completion of 31 cr. of course work including CEDC 73000 and CEDF 71600 or permission of the childhood education adviser
Hours 45 hrs
Credits 3*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

*Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3*

- Take either -

**CEDC 72400 - Student Teaching in Grades 1–3 and 4–6 (KC)**

Supervised student teaching at two grade levels, 1–3 and 4–6, in an elementary school selected by Hunter College; five full days a week plus conferences and professional development workshops. 
Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March.
prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus a minimum of 60 days of student teaching
Credits 5
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or one of the following -

CEDC 72500 - Student Teaching in Grades 1–3 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Not for students who have completed EDC 72400 or 72700.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus 30 days of student teaching
Credits 3
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72700 - Practicum in Grades 1–3 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800.
Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Not for students who have completed CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus supervision and conferences
Credits 2
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus one of the following -

CEDC 72600 - Student Teaching in Grades 4–6 (KC)
Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3. Not for students who have completed CEDC 72400 or 72800.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching

Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 72800 - Practicum in Grades 4–6 (KC)

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700.
Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Not for students who have completed CEDC 72400 or 72600.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus supervision and conferences

Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Track 2 - Clinically Rich

Subplan: CHEDTKTWO

CEDC 70100 - Beginning Elementary Literacy Methods

Beginning Elementary Literacy Methods is the first of a two-part sequence designed for pre-service graduate teacher candidates as an introduction to the content and procedures used to teach English language arts to elementary students. Students will learn how children develop reading and writing concepts and abilities, become familiar with children's literature, both nonfiction and fiction, and understand current practices of literacy instruction and assessment.

coreq: This course should be taken with CEDF 70900, CEDC 70500, EDSEL 79600, CEDC 77200 Fieldwork & Teaching Seminar 1.

Hours 45

Credits 3

CEDC 70200 - Advanced Elementary Literacy Methods

Advanced Elementary Literacy Methods is the second course of a two-part sequence designed for graduate, pre-service teacher candidates to expand and apply their understanding of the pedagogical strategies and content necessary to teach English language arts to elementary students. In this course, teacher candidates will demonstrate effective literacy instruction through assessing, planning, and teaching elementary students' learning in all facets of literacy and
throughout the content areas.

coreq: This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600 Reflective Practice in Elementary School Social Studies Curriculum Development, SPED 70800, CEDC 77300 Fieldwork & Teaching Seminar 2.

Hours 45
Credits 3

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000
Credits 3

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

CEDC 70600 - Reflective Practice in Elementary School Social Studies Curriculum Development

The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

prereq or coreq: To be taken with CEDF 71000, CEDC 70300, CEDC 72200, CEDC 70200, CEDC 77300.
Hours 45
Credits 3

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3
CEDC 71300 - Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3

CEDC 73900 - Advanced Methods in Elementary School: Mathematics, Science, and Social Studies

This graduate advanced methods builds on and extends the initial methods courses in the areas of mathematics, science, and social studies and also explicitly connects theory from mathematics, social studies, and science methods courses to practice by supporting teacher candidates to design and enact lessons in the context of the elementary school classroom. Students will grapple with the complexities of how students learn content and design/conduct assessments, develop lesson plans and unit plans, and critically reflect on their teaching practice. Students will face the realities of teaching content in schools given the school resources in terms of curriculum and technology and within the curriculum guidelines of the state and district.

prereq or coreq: CEDC 70300, CEDC 70600, CEDC 70500
Credits 3
In order to take this course students have to be accepted into the 'clinically rich' track of the Masters in Childhood Education program that leads to certification.

CEDC 77200 - Fieldwork & Teaching Seminar 1 (KC)

Fieldwork & Teaching Seminar 1 is the initial experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

coreq: This course should be taken with CEDF 70900, CEDC 70500, CEDC 70100, EDESL 77100.
Hours 30
Credits 2
30 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 77300 - Fieldwork & Teaching Seminar 2 (KC)

Fieldwork & Teaching Seminar 2 is the second experience in an elementary partner school for the clinically rich track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDF 71000, CEDC 70300, CEDC 70600, CEDC 70200.
Hours 30
Credits 2
30 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 77400 - Fieldwork & Teaching Seminar 3 (KC)

Fieldwork & Teaching Seminar 3 is the third experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDF 71600, CEDC 73900, CEDC 70700, CEDC 71300.
Hours 30
Credits 2
45 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDC 77500 - Fieldwork & Teaching Seminar 4 (KC)

Fieldwork & Teaching Seminar 4 is the fourth and final experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program.

prereq or coreq: This course should be taken with CEDC 71000.
Hours 45
Credits 3
75 days (field) & 15 hrs (course)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

Hours 45 hrs
Credits 3

CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.
CEDF 71000 - Educational Psychology

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

prereq: CEDF 70900
Hours includes 5 hrs of field work
Credits 3

CEDF 71500 - Diversity in the American School

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

Hours 45 hrs
Credits 3

CEDF 71600 - Assessment of Teaching and Learning

Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.

Credits 3

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610
Hours includes 20 hrs fieldwork in K-12 classrooms
Credits 4

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC
Exit Requirements

1. An overall GPA of at least 3.0.
2. Track 1 students only: a grade of B or better in CEDF 792.
3. Complete the Dignity for All Students Act (DASA) workshop.

Childhood Education with a Specialization in Science, Technology, Engineering and Mathematics (STEM)
Professional Certificate- MSEd

Program Coordinator

Dennis Robbins
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907 West
drobb@hunter.cuny.edu

This program (Academic Plan: CEMSC-MSED) prepares Childhood Education teachers to become better qualified in teaching STEM subjects in the elementary grades. It requires initial NYS certification in Childhood Education and leads to professional certification in that area.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. NYS initial, professional or permanent certification in Childhood Education.
3. A personal statement.
4. Two letters of recommendation including one from a supervisor.
5. Successful completion with a grade of C or better of college level mathematics course and a lab science course. Those who do not meet the mathematics requirement must successfully complete MATH 104 and MATH 105 in the School of Arts and Sciences. Those who do not meet the science requirement must take a one semester course in a lab science (biology, chemistry, physics or geology).
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan
CEMSC-MSED

Total Credits
33

CEDC 71600 - Educational Technology in Mathematics and Science Teaching/Learning

An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

*Hours 45 hrs.*
*Credits 3*

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs.*
*Credits 3*

CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

*prereq: all program courses except CEDC 74300*
*Hours 45 hrs*
*Credits 3*

CEDC 74300 - Research Seminar in Mathematics/Science Education
An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

**CEDC 74400 - Development of Mathematical/Scientific Concepts in Children**

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

**prereq:** all program courses except CEDC 74200 and CEDC 74300

**CEDC 74700 - Number Theory and Algebra in Elementary Curriculum**

A study of the underpinnings of Number Theory and Algebra and the role they play in curriculum, teaching and student learning. This course gives participants a deeper understanding of algebra and how students learn transition from arithmetic to algebraic reasoning.

**prereq:** The course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.

**CEDC 74800 - Geometry and Measurement in the Elementary**

A study of the underpinnings of Geometry and Measurement and the role they play in curriculum, teaching, and supporting student learning. Topics in Geometry and Measurement are important concepts at the elementary school level and this course gives participants a deeper background in these two areas. Additionally, pedagogical practices important in these areas will be examined as well as a deep study of how students develop these concepts through curriculum, representations, manipulatives, and pedagogical practices will be discussed.

**prereq:** This course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.

**CEDC 77600 - Planet Earth: Earth and Space Sciences for Elementary School Teachers**

Methods and content of teaching Earth and Space sciences topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.
CEDC 77700 - Physical Science Background for Elementary Teachers

Concepts in the physical sciences, chemistry and physics necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

Hours 3 hrs
Credits 3

CEDC 77800 - Life Sciences

The methods and content of teaching life science topics to children. The course integrates issues of pedagogy and science content through interactive class meetings. Students will experience hands-on and mind-on science activities appropriate for the grade school level. Courses materials are aligned with K-12 Next Generation Science Standards (2013). All students are expected to learn science content, student's alternative ideas, lesson design and methods of teaching life science.

Hours 3
Credits 3

CEDC 77900 - Robotics and Engineering

New methods of teaching innovative school curricula in robotics and engineering. Students will design and program their own robotic vehicles and learn elementary school materials by a hands-on process and project work. The curriculum is modeled on the First LEGO League competitions popular at the grade school-level. Engineering is Elementary, a school curriculum to improve children's understanding of engineering principles, is also explored from a student-centered perspective. These new STEM curriculum for elementary schools are supported by K-12 Next Generation Science Standards (2013). All students who enroll in the course will emerge with training to teach these curricula in elementary schools, in informal settings and after school programs.

Hours 3
Credits 3

Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

Childhood Special Education: Additional NYS Certification - Advanced Certificate

Program

This post-master's, advanced certificate program in Childhood Special Education (Academic Plan: CSPE-AC) is designed for students with existing New York State certification in either Childhood Education Grades 1-6 or a different certification area of Special Education.
Admission Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.5
2. NYS certification in one of the following:
   - Students with Disabilities, Birth – Grade 2
   - Students with Disabilities, Grades 7-12 Generalist
   - Childhood Education, Grades 1-6
3. A personal statement.
4. A recommendation from a supervisor or academic professor.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 17 cr.

Academic Plan: CSPE-AC

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

Hours 3 hrs
Credits 3 cr
- or -

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes.
Open to both special education and general education graduate students.

**prereq:** SPED 70000  
**coreq:** current employment as a teacher or enrollment in student teaching  

*Hours Inclu*  
10 hrs of field experience, 45 hrs,  
*Credits 3 cr*

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**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

**prereq or coreq:** SPED 70000  
*Hours 45 hours; includes 10 hrs of field experience  
Credits 3*

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- or -

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

**prereq or coreq:** SPED 70000  
*Hours 45 hours; includes 15 hrs of field experience  
Credits 3*

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*Note: The choices above are based upon previous courses taken. Note that all applicants will already have taken one required special education course as part of general education certification programs. Therefore, a choice allows each candidate to customize a plan of study with new material and avoid taking a course that would be redundant.*

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**SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs**

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.

**prereq or coreq:** SPED 70000  
*Hours 15 hrs,  
Credits 1 cr*
SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

prereq: SPED 70000 or 70050
Hours 3 hrs: includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100
prereq or coreq: SPED 70000
Hours 15 hrs seminar, plus 20 hrs lab,
Credits 2 cr
Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

prereq: SPED 78100/78200
coreq: SPED 78400
Hours 45
Credits 3
Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)**

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use

*prereq: SPED 781/782*  
*coreq: SPED 783*  
*Hours 15 hrs seminar, plus 20 hrs lab,*  
*Credits 2 cr*  
*Spring only*  
*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**Exit Requirements**

1. An overall GPA of 3.0
2. A grade of at least B in Key Courses as designated in each title with "(KC)"
3. Complete the Dignity for All Students Act (DASA) workshop

**Childhood Special Education: Behavior Disorders - MSEd**

**Program Coordinator**

Elizabeth Klein  
914 West Building  
(212) 396-6925

ekl0007@hunter.cuny.edu

This graduate program (Academic Plan: CSPE-MSED and CSPED-MSED) prepares teacher candidates for effective teaching of students with behavior/mental challenges autism, and learning disabilities. Graduates from the behavior disorders track of the Childhood Special Education program are well prepared to teach in all educational settings, serving in hospitals, clinics, and public, charter, private, and parochial schools. They do so in roles such as collaborative teach teachers (CTT), inclusion support providers ("push in" teachers), head teachers in self-contained classrooms, behavior support personnel, and general education teachers.

The master's degree in Childhood Special Education: Behavior Disorders offers two programs. Program 1 (Academic Plan: CSPE-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and students with disabilities grades 1-6. Program 2 (Academic Plan: CSPED-MSED) is for those who hold NYS certification and leads to single certification in students with disabilities grades 1-6.

**Admission Requirements**
Program 1

For applicants who do not hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; 
or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; 
   information retrieval; concepts in history and social sciences; humanities; a language other than English; 
   scientific and mathematical processes; and written analysis and expression.
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are
   certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; 
or
   A master's degree from an accredited institution with a GPA of at least 3.5;
2. NYS initial or professional certification in Childhood Education Grades 1-6 or PreK-grade 6. Those holding
   permanent certification must either show proof that they have satisfied the New York State requirements
   regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take
   HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are
   certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to
   remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to
   at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two
   semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for
   any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the
     program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

• Program 1: CSPE-MSED
Courses for Programs 1 and 2

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs  
Credits 3 cr*

**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000  
Hours 45 hours; includes 10 hrs of field experience  
Credits 3*

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

*prereq or coreq: SPED 70000  
Hours 45 hours; includes 15 hrs of field experience  
Credits 3*

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

*prereq: SPED 70000  
coreq: current employment as a teacher or enrollment in student teaching*
SPED 70450 - Teaching Culturally and Linguistically Diverse Students

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education.

prereq: SPED 70000 or SPED 70050
Hours 3 hrs
Credits 3 cr

SPED 70550 - Use of Instructional Technology in the Special Education Classroom

This course explores how technology can support students with learning disabilities and behavior disorders. More than simply a "how to" course, this class aims to give teachers the tools needed to best assist their students and evaluate the use of technology in their classrooms. This is a lab course where some of the learning occurs over blocks of time spent in direct experience. Class sessions are: demonstrations; hands-on exploration; feedback; coaching; and direct exploration of both hardware and software, applying them both as teacher tools and as instructional means for students with disabilities.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr

SPED 75000 - The Study of Behavior Disorders

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs.

prereq or coreq: SPED 70000
Hours Includes 20 hrs of field experience
SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders (KC)

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students.

_prereq or coreq: SPED 75000
_Hours Includes 20 hrs of field experience
_Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.
Includes 10 hrs of field experience.

_prereq or coreq: SPED 70000
_Credits 3

SPED 72350 - Math for Students with Disabilities (Non-LD Specialization)

Principles, methods, and specially designed mathematics instruction for students with disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations

_prereq: SPED 70000 or SPED 70050
_Hours 2 hrs
_Credits 2 cr

SPED 72450 - Writing for Students with Disabilities (for those not in LD Specialization), Methods 3

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

_prereq: SPED 70000 or SPED 70050
_Hours 2 hrs
_Credits 2 cr
SPED 75254 - Student Teaching: Behavior Disorders Grades 1-6 (Part 1) (KC)

This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Behavior Disorders.

prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75255 - Supervised Practicum: Behavior Disorders Grades 1-6 (Part 1) (KC)

This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Behavior Disorders.

prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75256 - Student Teaching: Behavior Disorders Grades 1-6 (Part 2) (KC)

This student teaching seminar and supervision is the first of two semester-long experiences intended to provide supported teaching, practical knowledge, and increased facility with specialized practices for working with students with special learning needs.

prereq: 18 credits and 1 methods course
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 75257 - Supervised Practicum: Behavior Disorders Grades 1-6 (Part 2) (KC)
This practicum seminar is intended to provide supported teaching experiences, practical knowledge, and increased facility with specialized practices when working with students with special learning needs.

prereq: 18 credits and 1 methods course  
Hours 3 hrs  
Credits 3 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

Additional Courses for Program 1

Students may be exempted from up to 12 credits of the general and special education requirements on the basis of equivalent courses taken at either the graduate or undergraduate level. Students, however, may not be exempted from CEDC 729.

CEDF 70900 - Child Development Grades 1-6

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work  
Credits 3

CEDC 70350 - Teaching Science in the Elementary School

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900  
Credits 3

CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

prereq or coreq: CEDF 70900  
Hours includes 10 hrs of fieldwork  
Credits 3

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an
understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq or coreq: CEDF 70900 and CEDC 70450
Hours 30 hrs,
Credits 2

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 must maintain a valid and appropriate NYS certification in general education.
3. Complete the Dignity for All Students Act (DASA) workshop.
4. EdTPA or "Action Research Project" in second semester of the HC Learning Lab.

**Childhood Special Education: Learning Disabilities - MSEd**

This graduate program prepares students to teach in Childhood Special Education environments, including self-contained and inclusion settings. Graduates from the learning disabilities program will be able to serve in such roles as inclusion support providers; and as collaborative team teachers with general education teachers in public and private schools, private agencies, hospitals and clinics.

The master's degree in Childhood Special Education: Learning Disabilities offers two programs. Program 1 (Academic Plan: CSPE-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and students with disabilities grades 1-6. Program 2 (Academic Plan: CSPED-MSED) is for those who hold NYS certification and leads to single certification in students with disabilities grades 1-6.

**Admission Requirements**

**Program 1**

For applicants who do not hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
2. A master's degree from an accredited institution with a GPA of at least 3.5.
3. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
4. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Program 2**

For applicants who hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5;
2. NYS initial or professional certification in Childhood Education Grades 1-6 or PreK-grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters---students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: CSPE-MSED
- Program 2: CSPED-MSED

Total Credits

- CSPE-MSED: 41-53
- CSPED-MSED: 37

Courses for Programs 1 and 2

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs  
*Credits 3 cr*

**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000  
*Hours 45 hours; includes 10 hrs of field experience  
*Credits 3*

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.
**prereq or coreq:** SPED 70000
**Hours** 45 hours; includes 15 hrs of field experience
**Credits** 3

**SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students.

**prereq:** SPED 70000  
**coreq:** current employment as a teacher or enrollment in student teaching

**Hours** Includes 10 hrs of field experience, 45 hrs,  
**Credits** 3 cr

**SPED 70450 - Teaching Culturally and Linguistically Diverse Students**

This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education.

**prereq:** SPED 70000 or SPED 70050

**Hours** 3 hrs  
**Credits** 3 cr

**SPED 70550 - Use of Instructional Technology in the Special Education Classroom**

This course explores how technology can support students with learning disabilities and behavior disorders. More than simply a "how to" course, this class aims to give teachers the tools needed to best assist their students and evaluate the use of technology in their classrooms. This is a lab course where some of the learning occurs over blocks of time spent in direct experience. Class sessions are: demonstrations; hands-on exploration; feedback; coaching; and direct exploration of both hardware and software, applying them both as teacher tools and as instructional means for students with disabilities.

**prereq:** SPED 70000 or SPED 70050

**Hours** 2 hrs  
**Credits** 2 cr

**SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.
**SPED 78000 - The Study of Learning Disabilities in Children and Adolescents**

History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

**SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

**SPED 72300 - Math for Students with Learning Disabilities (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations.

**SPED 72400 - Writing for Students With Learning Disabilities, Methods 3 (KC)**
In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050  
Hours 2 hrs  
Credits 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities:  
Part 1 (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100  
prereq or coreq: SPED 70000  
Hours 15 hrs seminar, plus 20 hrs lab,  
Credits 2 cr

Full only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities:  
Part 2 (KC)

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use

prereq: SPED 781/782  
coreq: SPED 783  
Hours 15 hrs seminar, plus 20 hrs lab,  
Credits 2 cr

Spring only  
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- And -

SPED 72500 - Student Teaching: Learning Disabilities Grades 1-6 (KC)
This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Learning Disabilities and English Language Learners.

**prereq:** SPED 70000 or SPED 70050; SPED 78200; SPED 78400  
**Hours** 3 hrs  
**Credits** 3 cr  
**This Key Course requires a grade of B or better to pass.**  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- Or -

**SPED 72550 - Supervised Practicum: Learning Disabilities Grades 1-6 (KC)**

This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Learning Disabilities and English Language Learners.

**prereq:** SPED 78200; SPED 78400  
**Hours** 3 hrs  
**Credits** 3 cr  
**This Key Course requires a grade of B or better to pass.**  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**Additional Courses for Program 1**

Students may be exempted from up to 12 credits of the general and special education requirements on the basis of equivalent courses taken at either the graduate or undergraduate level. Students, however, may not be exempted from CEDC 729.

**CEDF 70900 - Child Development Grades 1-6**

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

**Hours includes 5 hrs of field work**  
**Credits** 3

**CEDC 70350 - Teaching Science in the Elementary School**

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.
CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 must maintain a valid and appropriate NYS certification in general education.
3. Complete the Dignity for All Students Act (DASA) workshop.
4. EdTPA or "Action Research Project” in second semester of the HC Learning Lab.

Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness) - MSEd

Program Coordinator
L. Beth Brady
929 West Building
(212) 772-4229
lbrady@hunter.cuny.edu

This graduate program prepares students to teach in Childhood Special Education environments, including self-contained and inclusion settings. Graduates from the severe/multiple disabilities program will be able to serve in such roles as specialized teachers of learners with severe disabilities, including deafblindness; inclusion support providers; and as collaborative team teachers with general education teachers in public and private schools, private agencies, hospitals and clinics. This program leads to certification in Students with Disabilities Grades 1-6 and an extension annotation in Severe and Multiple Disabilities.

The master's degree in Childhood Special Education: Severe/Multiple Disabilities offers two programs. Program 1 (Academic Plan: CSED-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and students with disabilities grades 1-6. Program 2 (Academic Plan: CSEDD-MSED) is for those who hold NYS certification and leads to single certification in students with disabilities grades 1-6.

Admission Requirements

Program 1

For applicants who do not hold NYS Childhood or PreK-6 Certification
1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; 
   or 
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold NYS Childhood or PreK-6 Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; 
   or 
   A master's degree from an accredited institution with a GPA of at least 3.5;
2. NYS initial or professional certification in Childhood Education Grades 1-6 or PreK-grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: CSED-MSED
- Program 2: CSEDD-MSED

Total Credits

- CSED-MSED: 40-52
- CSEDD-MSED: 36
Courses for Programs 1 and 2

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs  
Credits 3 cr*

**SPED 70250 - Classroom Management in Special Education and Inclusive Settings**

Develops skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100  
Hours Includes 20 hrs of field experience, 45 hrs,  
Credits 3 cr*

**SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100  
Hours (includes 10 hours of field experience),  
Credits 3 cr*

**SPED 70700 - Research Seminar: Issues in Special Education (KC)**

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

*Hours 45 hrs,  
Credits 3 cr*

*This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.*
SPED 74600 - Educational Implications of Learners Who Are Deafblind

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

prereq: SPED 70000, SPED 79000 or SPED 74100
Hours Includes 10 hrs of field experience
Credits 3

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.
Includes 10 hrs of field experience.

prereq or coreq: SPED 70000
Credits 3

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum.

prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.
prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

prereq or coreq: SPED 70000, SPED 79000
Hours Includes 15 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 15 hrs of field experience
Credits 3 cr

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

prereq: SPED 70000
Hours includes 10 hrs of field experience, 30 hrs
Credits 2 cr

Take two of the following (must include two different grade levels)

SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3 (KC)
Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching.
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6 (KC)

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus 20 days of student teaching.
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3 (KC)

Supervised practicum in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 1–3. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences.
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6 (KC)

Supervised practicum placement in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 4–6. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups,
curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

**prereq or coreq: SPED 79000, 79100**

**Hours** 30 hours seminar, plus conferences,

**Credits** 2 cr

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*

### Additional Courses for Program 1

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

**CEDF 70900 - Child Development Grades 1-6**

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

*Hours includes 5 hrs of field work*

**Credits** 3

**CEDC 70350 - Teaching Science in the Elementary School**

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

**prereq or coreq: CEDF 70900**

**Credits** 3

**CEDC 70450 - Teaching Developmental Reading**

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

**prereq or coreq: CEDF 70900**

**Hours includes 10 hrs of fieldwork**

**Credits** 3

**CEDC 70550 - Mathematics Curriculum and Methods**
For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork
Credits 3

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq or coreq: CEDF 70900 and CEDC 70450
Hours 30 hrs,
Credits 2

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements
1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
   - and either -
   an original written research proposal
   - or -
   a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

Clinical Rehabilitation Counseling - MSEd

The Clinical Rehabilitation Counseling program (Academic Plan: REHCN-MSED) prepares students to assist people with disabilities to realize personal goals and maximize their physical, emotional, social, intellectual and vocational potential. Rehabilitation counselors work with youth and adults in a variety of community-based settings such as hospitals, rehabilitation centers, colleges, chemical dependency agencies and career/vocational counseling programs. Students in this program may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas.
3. Evidence of oral and written expression consonant with graduate-level study.
4. Recommendations from appropriate professional or academic references to aid in determining potential for work as a professional counselor.
5. Meeting these minimum requirements does not guarantee acceptance to the program. Admission to the program is highly competitive, and each applicant's grade point average, counselor potential, and applicability of work and life experience are carefully considered.
6. Relevant work and/or volunteer experience is highly recommended.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.
Course of Study

Academic Plan

REHCN-MSED

Total Credits

60

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs
Credits 3

COCO 70100 - Counseling Skills and Interviewing Techniques (KC)

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

Hours 45 hrs
Credits 3

COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

Hours 45 hrs
Credits 3

COCO 70600 - Group Counseling (KC)

Theory and principles of group counseling. Developing group-counseling skills through practice.

prereq: COCO 70100 and COCO 70200
Hours 45 hrs
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**COCO 70700 - Multicultural Aspects of Counseling**

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

*Hours 45 hrs*
*Credits 3*

**COCO 70800 - Measurement and Appraisal**

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

*Hours 45 hrs*
*Credits 3*

**COCO 70900 - Research Methods in Counseling**

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

*Hours 45 hrs*
*Credits 3*

**COCO 71000 - Chemical Dependency: Issues in Counseling**

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

*Hours 45 hrs*
*Credits 3*

**COCO 71100 - Supervision and Administration in Counseling**

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

*prereq: COCO 70600 and COCO 71800*
*Hours 45 hrs*
*Credits 3*

**COCO 71200 - Career Counseling, Assessment and Placement**
Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

Hours 60 hrs
Credits 4

**COCO 71500 - Family Systems and Counseling Issues**

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

Hours 45 hrs.
Credits 3 cr.

**COUNR 71800 - Practicum in Counseling (KC)**

To be arranged in selected field settings. Experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. Students seeking the bilingual extension will do this practicum in a setting in which they can work with Spanish-speaking clients.

coreq: COCO 71900
prereq or coreq: COCO 70000 and COCO 706 and COUNR 71600
Hours 3 (includes 100 hours fieldwork)
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**COUNR 71900 - Advanced Counseling Skills and Contemporary Issues**

This clinical course is designed to both reinforce and improve basic counseling skills and provide training in advanced counseling skills. It also will provide the opportunity to apply counseling skills and knowledge to address contemporary issues in rehabilitation counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This experience will allow students to apply theoretical knowledge and approaches to interventions and assess his/her professional strengths and areas that need improvement. Under the supervision of the instructor students will receive in-depth training to process their clinical skills and gain additional self-awareness. The students will also expand their conceptualization formulation and understanding of appropriate counseling approaches and strategies.

prereq: COCO 70100 and COCO 70200
coreq: COUNR 71800
Hours 3
Credits 3

**COUNR 72500 - Internship in Counseling 1 (KC)**

Continued experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor.

prereq: COUNR 71800 and COUNR 71900
COUNR 72600 - Internship in Counseling 2 (KC)

prereq: COUNR 72500
Hours 4 (includes 300 hours fieldwork)
Credits 4
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNR 71600 - Resources and Foundations of Rehabilitation

History, philosophy, and principles of the vocational rehabilitation process. Economic, legal, ethical, and social issues influencing rehabilitation services. Observation of services available in state, city, and private agencies.

Hours 45 hrs
Credits 3

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs
Credits 3

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

Hours 45
Credits 3

Exit Requirements

1. An overall GPA of 3.0.
2. Complete all required workshops.

Computer Science Education - MSED/Advanced Certificate
The Master of Education in Computer Science Education will provide aspiring computer science teachers with the knowledge, pedagogical techniques, and experiences necessary to teach computer science at the middle and high school levels. The Master's program will include 40 graduate credits including 16 core graduate education credits, 9 graduate credits specific to computer science education, a 3 credit student teaching, and 12 additional computer science credits.

The Advanced Certificate in Computer Science Education will provide in-service teachers, certified in another subject area, with the knowledge, pedagogical techniques, and experiences necessary to teach computer science at the middle and high school levels. The certificate program will include 21 graduate credits including 9 credits in Computer Science Education, 12 additional credits in Computer Science.

Upon completing these programs, students will be recommended to NYSED for licensure in Computer Science Education.

Admission Requirements

Master's Program:

1. A bachelor's or master's degree from a regionally-accredited university with a minimum 3.0 GPA.
2. Resume and two professional references to be included with the application for matriculation. Interview with program faculty.
3. Test score on the GRE or similar equivalent exam.
4. Applicants must be admitted to both the Hunter School of Education and the Hunter School of Arts and Sciences.

Advanced Certificate Program:

1. A bachelor's or master's degree from a regionally-accredited university with a minimum 3.0 GPA.
2. Proof of state certification as a middle or high school teacher.
3. Resume and two professional references to be included with the application for matriculation.
4. Interview with program faculty.
5. Test score on the GRE or similar equivalent exam.
6. Applicants must be admitted to both the Hunter School of Education and the Hunter School of Arts and Sciences.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.
Fieldwork Requirements

All field experiences will take place in New York City.

Course of Study

Academic Plans

Master's: CSEDU-MSED

Credits: 40

Advanced Certificate: CSCIEDU-AC

Credits: 18

Courses for the Master's

CSCI 70300 - Data Structures in a high level language

This course will provide aspiring and practicing teachers with a deeper knowledge of computer science. Students will study data representation in computer systems and data abstraction techniques. Topics covered include static and dynamic storage methods, lists, stacks, queues, trees, recursion and analysis of algorithms and their applications relevant in a classroom setting.

prereq: CSCI 70900
Hours 3
Credits 3

CSCI 70700 - Modern Topics and Concepts in Computer Science

This course will provide aspiring and practicing teachers with base knowledge in a number of the most important disciplines in computer science. Students will study and create working systems using a variety of tools, techniques, and technologies. Sample topics include functional programming, data mining, computer graphics, and artificial intelligence.

prereq: CSCI 70300
Hours 3
Credits 3

CSCI 70900 - Programming in high level language

Programming in a high level language introduces students to computer programming and goes well beyond an introductory class. The course will provide an overview of a language such as Java language and dive into important programming concepts including object-oriented programming, inheritance, exception handling, debugging techniques and more.

Hours 3 hrs.
Credits 3 cr.
CSCI 77800 - Ethics and Computer Science

Ethical concerns are frequently ignored in technical fields but as a society we are discovering their immense importance. Algorithms can have unintended affects due to hidden bias, security and privacy can be affected negatively when decisions are made for technical merit or user convenience, and social networks have resulted in issues ranging from fake news to echo chambers and more. In this course, we will explore ethical issues in computer science through a combination of programming assignments, case studies and discussions of current events.

prereq or coreq: CSCI 70300
Hours 3 hrs
Credits 3 cr.

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 71900 - Methods 1: Advanced Study of Secondary Learning Environments for Teaching Computer Science (KC)

Examines the interrelationship between the educational environment and the adolescent's learning of computer science. Teacher candidates study the basics of classroom management in the teaching of computer science as they explore the content and implementation of proposed national, New York State, and New York City standards for computer science. Fosters the use of technology as an educational tool to improve the technical literacy of the adolescent.

Hours 3.0
Credits 3.0
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDC 72900 - Methods II: Intensive study of Teaching Diverse Learners in Computer Science Grades 7-12 (KC)

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population emerging state and professional standards-based curriculum in computer science. Innovative uses of technology, development of instructional units, individualizing for a diverse population of students, and strategies for managing problem behavior will be emphasized throughout the course.
**SEDC 73600 - Curriculum Design for Computer Science (KC)**

This course will prepare candidate teachers to design complete units of study ranging from standalone class units to complete courses to a sequence of courses. Candidates will learn to build developmentally appropriate materials by looking at curriculum from top down and bottom up perspectives as well as how computer science fits within an adolescent's full education. Candidates will also be required to complete fifty hours of fieldwork. Most of these hours would be at the candidates grade level (high school, primary school, etc.) but will include an experience in levels K-6 and 7-12 to align with state regulations. Fieldwork will be under the supervision of a Hunter College faculty member and a certified teacher in New York City schools selected by the college.

**SEDC 75900 - Student Teaching for Computer Science (KC)**

Teacher candidates complete 60 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member and a certified teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 71900 and SEDC 72900*

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

**SEDF 70400 - Adolescent Development, Grades 7–12**
The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 774.02; SEDC 774.12; SEDC 774.22; SEDC 774.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
Courses for the Advanced Certificate

CSCI 70300 - Data Structures in a high level language

This course will provide aspiring and practicing teachers with a deeper knowledge of computer science. Students will study data representation in computer systems and data abstraction techniques. Topics covered include static and dynamic storage methods, lists, stacks, queues, trees, recursion and analysis of algorithms and their applications relevant in a classroom setting.

prereq: CSCI 70900
Hours 3
Credits 3

CSCI 70700 - Modern Topics and Concepts in Computer Science

This course will provide aspiring and practicing teachers with base knowledge in a number of the most important disciplines in computer science. Students will study and create working systems using a variety of tools, techniques, and technologies. Sample topics include functional programming, data mining, computer graphics, and artificial intelligence.

prereq: CSCI 70300
Hours 3
Credits 3

CSCI 70900 - Programming in high level language

Programming in a high level language introduces students to computer programming and goes well beyond an introductory class. The course will provide an overview of a language such as Java language and dive into important programming concepts including object-oriented programming, inheritance, exception handling, debugging techniques and more.

Hours 3 hrs.
Credits 3 cr.

CSCI 77800 - Ethics and Computer Science

Ethical concerns are frequently ignored in technical fields but as a society we are discovering their immense importance. Algorithms can have unintended affects due to hidden bias, security and privacy can be affected negatively when decisions are made for technical merit or user convenience, and social networks have resulted in issues ranging from fake news to echo chambers and more. In this course, we will explore ethical issues in computer science through a combination of programming assignments, case studies and discussions of current events.

prereq or coreq: CSCI 70300
Hours 3 hrs
Credits 3 cr.
Take Either:

**SEDC 71900 - Methods 1: Advanced Study of Secondary Learning Environments for Teaching Computer Science (KC)**

Examines the interrelationship between the educational environment and the adolescent's learning of computer science. Teacher candidates study the basics of classroom management in the teaching of computer science as they explore the content and implementation of proposed national, New York State, and New York City standards for computer science. Fosters the use of technology as an educational tool to improve the technical literacy of the adolescent.

*Hours 3.0*
*Credits 3.0*
*This Key Course requires a grade of B or better.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

- or -

**SEDC 72900 - Methods II: Intensive study of Teaching Diverse Learners in Computer Science Grades 7-12 (KC)**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population emerging state and professional standards-based curriculum in computer science. Innovative uses of technology, development of instructional units, individualizing for a diverse population of students, and strategies for managing problem behavior will be emphasized throughout the course.

*Hours 3.0*
*Credits 3.0*
*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SEDC 73600 - Curriculum Design for Computer Science (KC)**

This course will prepare candidate teachers to design complete units of study ranging from standalone class units to complete courses to a sequence of courses. Candidates will learn to build developmentally appropriate materials by looking at curriculum from top down and bottom up perspectives as well as how computer science fits within an adolescent's full education. Candidates will also be required to complete fifty hours of fieldwork. Most of these hours would be at the candidates grade level (high school, primary school, etc.) but will include an experience in levels K-6 and 7-12 to align with state regulations. Fieldwork will be under the supervision of a Hunter College faculty member and a certified teacher in New York City schools selected by the college.

*Hours 3*
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Master's degree students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. Complete the Dignity for All Students Act (DASA) workshop.

Dance Education - MA

This graduate program (Academic Plan: DANCED-MA) prepares candidates to teach Dance PreK - Grade 12 to students of diverse backgrounds, abilities and interests. The curriculum is enriched by repertory classes with New York City-based choreographers, international performance opportunities and internships at various venues.

This program offers three tracks (or subplans):

- TRACK 1 (Subplan: DANEDLNYS) is for those with at least 34 credits in Dance but who do not have NYS certification in Dance.
- TRACK 2 (Subplan: DANEDANYSC) is for those with initial NYS certification in Dance Education.
- TRACK 3 (Subplan: DANEDANYSM) is for those with at least 34 credits in Dance and have initial NYS certification in a subject area other than Dance.

Admission Requirements

Applicants must be admitted by both the School of Education and the Dance Department.

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 34 credits in dance with a GPA of at least 3.0 in dance.
3. Track 1 Only: General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
   Track 2 Only: NYS certification in Dance Education.
   Track 3 Only: NYS certification in a subject area other than Dance Education.
4. Applicants also need to submit a DVD or link to up to three clips of their creative work - between 5 and 15 minutes in total and a curriculum vitae.
5. A 3 credit course in special education that focuses on supporting students with disabilities in the general education classroom. Students without this course may be admitted conditionally and must take SPED 70800 in addition to other degree requirements.
6. Two professional references.
7. A personal statement.
8. An audition and interview.
9. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

DANCED-MA

Subplans

- Track 1: DANEDLNYSN
- Track 2: DANEDANYSC
- Track 3: DANEDANYSM

Total Credits

Track 1: 49
Track 2: 30
Track 3: 30

Courses for All Tracks

DAN 70100 - Graduate Dance Technique

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography. May be taken more than once for credit; required 3 times for MA, 2 times for BA/MA, 4 times for the MFA.

prereq: Admission to graduate dance program

Hours 3 hrs.

Credits 2 cr.
DAN 70500 - Maintenance of the Dancer’s Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background
Hours 3
Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3
Credits 3
This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA
Hours 3
Credits 1
This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms— including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs
Hours 3
Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is
examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

**prereq:** Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

**Hours** 3  
**Credits** 3

**DAN 74600 - Special Topics in Dance**

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

**prereq:** Admission to one of the graduate dance programs

**Hours** 3  
**Credits** 3  
*Can be repeated for credit with different content areas*

**DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning**

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

**prereq or coreq:** 6 credits in education and 12 credits in dance

**Hours** 3 hrs + 36 hrs of fieldwork  
**Credits** 3

**DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning**

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

**prereq:** DANED 76000  
**Credits** 3

**Additional Courses for Track 1**
DANED 76605 - Student Teaching (KC)

Teacher candidates complete a total of 60 days of student teaching (30 days of student teaching at grades pre-K-5 and 30 days at grades 6-12) under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty 4 times during their student teaching experience. All student teachers are required to participate in a seminar class meeting 1 hour per week for 15 weeks. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200
Hours 60 days plus 15 hrs seminar
Credits 5
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

Hours 45 hrs,
Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr
SEDFO 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SEDFO 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 754.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

Additional Course for Track 2
DANED 76400 - Practicum (KC)

Students with initial state certification in dance complete a semester of Practicum in their current full-time dance teaching situation or in assigned schools under the supervision of a Hunter College faculty member. Practicum teachers will assume all responsibility for classroom instruction and management and will be observed by Hunter faculty 4 times during the course of the semester. All Practicum students are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: DANED 76000, DANED 76200  
Hours 2 hrs plus 15 hrs seminar required  
Credits 2  
This Key Course requires a grade of B or better.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

Additional Course for Track 3

DANED 76602 - Student Teaching (KC)

Teacher candidates complete a total of 20 days of student teaching under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty twice during the course of their student teaching experience. All student teachers are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200  
Hours 20 days plus 15 hrs seminar  
Credits 2  
This Key Course requires a grade of B or better.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Successful completion of an online Dance Education Professional Teaching Portfolio (PTP).
3. Participation in a final performance event as a performer, choreographer, or technical production crew member.
4. Completion of the DASA workshop.
5. Tracks 2 and 3 must have valid and appropriate NYS certification.

Deaf and Hard-of-Hearing - MSEd

Program Coordinator

The School of Education offers graduate programs that prepare students to become teachers of the Deaf and Hard of Hearing. Graduates of the Deaf and Hard of Hearing program typically become itinerant or classroom teachers for
students who are deaf and hard of hearing with a wide range of hearing levels and communication modality, both signed and oral.

The master's degree in Deaf and Hard of Hearing offers two programs. Program 1 (Academic Plan: DEAFN-MSED) is for those who do not hold NYS certification and leads to dual certification in childhood education and deaf and hard of hearing. Program 2 (Academic Plan: DEAFW-MSED) is for those who hold NYS certification and leads to single certification in deaf and hard of hearing.

Admission Requirements

Program 1

For applicants who do not hold NYS certification in Childhood Education

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5; 
   plus 
   A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Program 2

For applicants who hold Early Childhood, Childhood, PreK-Grade 6, Middle Childhood or Adolescent Education NYS certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or 
   A master's degree from an accredited institution with a GPA of at least 3.5; 
   plus 
2. NYS initial, professional, or permanent certification in Early Childhood, Childhood, PreK-grade 6, Middle Childhood or Adolescent Education. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 715, a 1-credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
• Students must receive a grade of at least a B in key program courses.

• Students who receive a grade of F or WU in key program courses may not continue in the program.

• Key Program Courses are identified by the label (KC) in the course title.

**Course of Study**

**Academic Plans**

- Program 1: DEAFN-MSED
- Program 2: DEAFW-MSED

**Total Credits**

- DEAFN-MSED: 43-55
- DEAFW-MSED: 33-39

**Courses for Programs 1 and 2**

**SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education**

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

*Hours 3 hrs
Credits 3 cr*

**SPED 70100 - Assessment of Students with Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 70000
Hours 45 hours; includes 10 hrs of field experience
Credits 3*

**SPED 70200 - Classroom Management in Special Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

*prereq or coreq: SPED 70000*
SPED 70700 - Research Seminar: Issues in Special Education (KC)

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 72000 - American Sign Language I

An intensive first course in American Sign Language (ASL), designed to establish a foundation of ASL communicative competence. Emphasizes ASL grammar, vocabulary, receptive and expressive skills, fingerspelling, numbers, and spatial and pronominal reference.

Prereq or coreq: SPED 70000

Hours: Includes 10 hrs of field experience, 90 hrs lab,
Credits: 3 cr

SPED 72100 - American Sign Language II

This intensive course continues material covered in SPED 720. Emphasizes increased communicative competence in ASL, as well as grammar, vocabulary, and receptive and expressive skills.

Prereq: SPED 72000

Hours: Includes 10 hrs of field experience, 90 hrs lab,
Credits: 3 cr

SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. Differences are highlighted between ASL and English linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course.

Prereq: SPED 72100

Hours: 60 hrs lab,
Credits: 2 cr

SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing
History of theory, practice and conceptualizations in the education of students who are deaf and hard-of-hearing. The study of language acquisition (English and ASL), bilingualism, and learning English as a second language in hearing and deaf children. Linguistic understanding and analysis of the components of language proficiency. Educational settings, issues of inclusion, and use of technology.

*Hours Includes 10 hours of field experience 45 hrs,
Credits 3 cr*

**SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of-Hearing: Methods 1**

Theoretical and practical aspects of deaf children's receptive and expressive language use. Instructional procedures used to facilitate language acquisition in deaf and hard-of-hearing children and their learning to read and write. Assessment, instructional procedures, specific remediation techniques, and technology supports.

*prereq: SPED 70000 and SPED 73000
coreq: must take SPED 73300 in semester immediately following.*

*Hours 3 hrs
Credits 3 cr.
Fall only*

**SPED 73300 - Math and Across-the Curriculum Adaptations for Students who are Deaf and Hard-of Hearing: Methods 2**

Methods for assessing and teaching deaf and hard-of-hearing students in mathematics, science, social studies, other content areas, and time/space organization. Focus on math concept development and compensations; reading/writing and the arts across the curriculum; and organizational strategies for school, home and life.

*prereq: (immediate preceding semester) SPED 73100
prereq or coreq: SPED 70000
Hours Includes 15 hrs of field experience
Credits 3 credits
Spring only*

**SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing**

Psycho-acoustic aspects of speech sounds and their relationship to speech acquisition in hearing and deaf children. Effects of various degrees of hearing loss on speech acquisition; sense modalities in speech production; typical voice and speech errors in deaf and hard-of-hearing children; methods, procedures, materials, and technology used for speech development and remediation; inclusion of deaf and hard-of-hearing students.

*prereq or coreq: SPED 70000
Hours Includes 5 hrs of field experience
Credits 3*
SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing

Principles and methods of teaching speech and auditory training. Methods, procedures and materials used in development of oral communication, supports for inclusive settings and use of technology.

**prereq or coreq:** SPED 70000  
**Hours** Includes 5 hrs of field experience  
**Credits** 3 credits

- Take either -

**SPED 73700 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 12 (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills prerequisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**prereq or coreq:** SPED 72100, SPED 73300  
**Hours** 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,  
**Credits** 4 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

- Or two of the following (must include two different grade levels) -

**SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6 (KC)**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**prereq or coreq:** SPED 721, SPED 733  
**Hours** 30 hrs seminar, plus conferences, plus 20 days student teaching,  
**Credits** 2 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12 (KC)**
Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 721, SPED 733
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching.
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching.
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6 (KC)

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 73762 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 5-9 (KC)

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. Weekly seminar and conferencing to integrate
knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**prereq or coreq:** SPED 72100, SPED 73300

*Hours* 30 hrs seminar, plus conferences,

*Credits* 2

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SPED 73763 - Supervised Practicum: Deaf and Hard-of-Hearing, Grade 7–12 (KC)**

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**prereq or coreq:** SPED 7300, SPED 73300

*Hours* 30 hrs seminar, plus conferences,

*Credits* 2

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**Additional Courses for Program 1**

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

**CEDF 70900 - Child Development Grades 1-6**

Theories and research applied to children’s development. Understanding and working with children from diverse backgrounds to foster optimal growth.

*Hours includes 5 hrs of field work*

*Credits* 3

**CEDC 70350 - Teaching Science in the Elementary School**

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.
CEDC 70450 - Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

CEDC 72900 - Fieldwork in Childhood Education for Special Educators (KC)

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups.
Credits 1
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
   - and either -
   an original written research proposal
   - or -
   a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

Early Childhood Development and Learning: Diverse Children and Families - MSEd

Program Coordinator

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These graduate programs prepare students to support infants, toddlers, preschoolers and early elementary children in inclusive, integrated, and self-contained classrooms, as well as homes and communities.

We offer two programs:

- Program 1 (Academic Plan: SENB2-MSED) leads to dual certification: early childhood and students with disabilities birth to grade 2, for those with no NYS certification or NYS certification in an area other than early childhood education.
- Program 2 (Academic Plan: SEWB2-MSED) leads to single certification in students with disabilities birth to grade 2, for those with NYS Early Childhood Education certification.

Admission Requirements
**Program 1**

For applicants who do not hold NYS certification in Early Childhood Education.

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0;  
   or  
   A master's degree from an accredited institution with a GPA of at least 3.5.  
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.  
3. General education core in the liberal arts and sciences to include: artistic expression; communication;  
   information retrieval; concepts in history and social sciences; humanities; a language other than English;  
   scientific and mathematical processes; and written analysis and expression.  
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are  
   certified teacher or school administrators and hold a graduate degree.

OR

1. Any NYS teacher certificate other than Early Childhood Education.  
2. A bachelor's degree from an accredited institution with a GPA of at least 3.0;  
   or  
   A master's degree from an accredited institution with a GPA of at least 3.5.  
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are  
   certified teacher or school administrators and hold a graduate degree.

**Program 2**

For applicants who hold NYS certification in Early Childhood Education, Birth to Grade 2

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0;  
   or  
   A master's degree from an accredited institution with a GPA of at least 3.5.  
2. NYS certification in Early Childhood Education or PreK-Grade 6. Those holding permanent certification  
   must either show proof that they have satisfied the New York State requirements regarding wellness, child  
   abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these  
   topics.  
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are  
   certified teacher or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to  
   remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to  
   at least 3.0 within one semester.  
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two  
   semesters will not be allowed to continue in the program.  
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for  
   any courses.  
4. Key Course Performance Standards  
   - Students must receive a grade of at least a B in key program courses.  
   - Students who receive a grade of F or WU in key program courses may not continue in the  
     program.
Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- Program 1: SENB2-MSED
- Program 2: SEWB2-MSED

Total Credits

- SENB2-MSED: 42-54
- SEWB2-MSED: 36

Courses for Programs 1 and 2

**SPEDE 76800 - Fostering Development in Young Children with Diverse Abilities: Historical, Political, and Inclusive Perspectives**

This course explores the variability of development in infants and young children, and related developmental promotion approaches, through a lens of cultural, linguistic, and ability diversity. Functional developmental competencies and the range of developmental consequences within specific diagnoses will be examined, including the implications for supporting learning and development in classrooms, homes, and communities. The evolution of laws, regulations, and inclusive practices to current early intervention and early childhood special education recommended practices will be situated within this developmental framework.

*prereq or coreq: ECF 700 (for Program 1 students only)*

*Hours Includes 5 hrs field experience,*

*Credits 3*

**SPEDE 76900 - Evaluation, Assessment, and Program Planning for Infants and Young Children with Special Needs (KC)**

Developmentally appropriate and recommended practices for assessing the development and learning of young children from infancy through age 7 years (second grade) and identifying family strengths and supports. Application of tools, observations, and discussions with informed others to make decisions in screening, evaluation and program planning will be explored within a transdisciplinary team. Students must receive a grade of B or better.

*prereq or coreq: ECF 700 and ECC 703 (for Program 1 students only); and SPEDE 768*

*Hours Includes 15 hrs field experience,*

*Credits 3*

*This Key Course requires a grade of B or better to pass.*

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SPEDE 77000 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)**

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered
supports of adaptations and embedded learning strategies will be emphasized, including data collection methods. Students must receive a grade of B or better.

prereq or coreq: SPEDE 76800 and SPEDE 76900; OR SPED 70000 and SPED 79000
Hours Includes 15 hrs field experience,
Credits 3
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE 77100 - Autism Spectrum Disorder: Characteristics and Implications for Intervention**

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

prereq or coreq: SPEDE 770
Hours Includes 5 hrs field experience
Credits 3 cr

**SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs**

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

prereq: SPEDE 768 OR SPED 700
Hours Includes 5 hrs field experience
Credits 3 cr


This yearlong course focuses on the significant influence of the family in early childhood learning and development and evidence-based strategies for creating and sustaining effective family-professional partnerships to optimize family and child outcomes in classroom, home, and community settings. The developmental process of parenting, family capacity-building approaches, and convergence of family and professional expertise to promote child learning and development will be examined across diverse cultures, languages, abilities, settings, and urban contexts.

prereq or coreq: SPEDE 770
Hours 3.0 (YL)
Credits 3.0 (YL)
Includes 5 hrs field experience.

This is a yearlong course.
This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)**

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.

*prereq: SPEDE 77000 and SPEDE 77200 (for all programs);  
and ECC 70400 or ECC 70900 (for Program 1 students only)  
Hours 3 hrs: includes 5 hrs field experience  
Credits 3 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPEDE 77600 - Introductory Field Experience in Early Childhood Special Education (KC)**

Preparatory experience in a program supporting young children with diverse abilities; emphasis on what it means to be an early intervention/early childhood special education professional; One field placement of 10 days in a Kindergarten or Grade 1 or 2 setting.

*prereq: ECC 71200 (for Program 1 students only)  
prereq or coreq: SPEDE 77000  
Hours 2 hrs.  
Credits 2 cr.*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPEDE 70700 - Research Seminar: Issues in Early Intervention and Early Childhood Special Education**

Integration of theory, research and practice as related to the field of early childhood special education. Focus is on researching and applying evidence-based practices with fidelity across individuals and environments.

*prereq or coreq: SPEDE 778.10 OR SPEDE 779.10  
Hours 3 for 5 weeks  
Credits 1 cr.*

**SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**
Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

**SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness**

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

**Take Either**

**SPDE 77810 - Initial Student Teaching in Early Childhood Special Education (KC)**

First, full semester, supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPDE 778.10 must also take either SPDE 77820 or SPEDE SPDE 77920 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPDE 77800 or SPDE 77900 must be in a PreK setting.)

**SPDE 77820 - Final Student Teaching in Early Childhood Special Education (KC)**

Second, full-semester, intensive supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPDE 778.20 must have already taken either SPDE 77810 or SPDE 77910 and the placements must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPDE 77800 or SPDE 77900 must be in a PreK setting.)
Hours 3 hrs. plus full semester of student teaching
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Or

SPEDE 77810: Initial Student Teaching in Early Childhood Special Education (3)

SPEDE 77920 - Final Practicum in Early Childhood Special Education (KC)

Second intensive supervised experience designed as a practicum at the candidate's job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.20 must have already taken SPEDE 77810 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

prereq: SPEDE 77400 and SPEDE 77810
Hours 3 hrs. plus full semester of practicum experience in worksite
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Or

SPEDE 77910 - Initial Practicum in Early Childhood Special Education (KC)

First intensive supervised experience designed as a practicum at the candidate's job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779.10 must also take SPEDE 77820 and the two experiences must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2. One semester of SPEDE 77800 or SPEDE 77900 must be in a PreK setting. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

prereq: SPEDE 77600
Hours 3 hrs plus full semester of practicum experience in worksite
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Or

SPEDE 77820: Final Student Teaching in Early Childhood Special Education

Or

SPEDE 77910: Initial Practicum in Early Childhood Special Education
SPEDE 77800 - Student Teaching in Early Childhood Special Education (KC)

Supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and an abbreviated field experience. (Note that students who take SPEDE 77800 must also take SPEDE 77900 in addition to either SPEDE 77910 or SPEDE 77920 and the placement for SPEDE 77800 must be at different age/grade levels – Pre-K [Birth–five years], Kindergarten, grades 1–2 – than SPEDE 779. One semester of SPEDE 778 or SPEDE 779 must be in a PreK setting.)

_prereq: SPEDE 77600, ECC 71200
_prereq or coreq: SPEDE 77100
_Hours 1.0
_Credits 1.0
(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

30 hrs seminar plus 30 days student teaching

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77900 - Practicum in Early Childhood Special Education (KC)

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences.

_prereq: SPEDE 77600, ECC 71200
_prereq or coreq: SPEDE 77100
_Hours 30 hrs seminar plus conferences,
_Credits 2
(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth–five], Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Or

SPEDE 77800: Student Teaching in Early Childhood Special Education
SPEDE 77900: Practicum in Early Childhood Special Education
SPEDE 77920 Final Practicum in Early Childhood Special Education

Additional Courses for Program 1

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2
Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels
Credits 3*

**ECC 70400 - Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

*prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3*

**ECC 70700 - Language and Literacy: English Language Learners**

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs
Credits 1*

**ECC 70900 - Mathematical and Scientific Thinking in Early Childhood**

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

*prereq or coreq: ECC 70300
Hours 45 hrs
Credits 3*

**ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)**

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

*prereq: ECC 70300
Hours 15 hrs of seminar plus 50 hrs in the field*
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ECC 71300 - The Expressive Arts in Early Childhood

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

Hours 45 hrs
Credits 3

ECF 70000 - Child Development: Birth to Age Eight

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels
Credits 3

HED 71500 - Health Education for Special Educators

This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

Hours 15 hrs,
Credits 1 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily in the development of a comprehensive teaching portfolio (partial requirements of SPEDE 77820 and SPEDE 77920). The portfolio must demonstrate competence in assessment, program planning, intervention, and progress monitoring, as well as reflective practices.
4. Complete the Dignity for All Students Act (DASA) workshop.

Early Childhood Development and Learning: Diverse Children and Families with Annotation in Severe/Multiple Disabilities

Program Coordinator
Graduates from the severe/multiple disabilities program (ECSB2-MSED) will be able to serve in such roles as specialized teachers of learners with severe disabilities, including deafblindness; inclusion support providers; and as collaborative team teachers with general education teachers in public and private schools, private agencies, hospitals and clinics. This program also leads to an extension annotation certificate in Severe/Multiple Disabilities.

This program offers three tracks (or subplans):

- Track 1 (Subplan: ECSMDLNYSCE) is a dual certification track for those with no NYS certification.
- Track 2 (Subplan: ECSMMDANYSM) is for those with any other NYS certification.
- Track 3 (Subplan: ECSMDANYSC) is for those with Early Childhood Education certification.

Admission Requirements

**Track 1**

For applicants who do not hold NYS certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Track 2**

For applicants who hold NYS certification in an area other than Early Childhood

1. Any New York State teacher certificate other than Early Childhood Education.
2. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

**Track 3**

For applicants who hold NYS certification in Early Childhood Education
1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; or
   A master's degree from an accredited institution with a GPA of at least 3.5.
2. New York State initial/permanent teacher certification in Early Childhood or PreK-Grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

ECSB2-MSED

Subplans

• TRACK 1: ECSMDLNYSC
• TRACK 2: ECSMDANYSM
• TRACK 3: ECSMDANYSC

Total Credits

• ECSMDLNYSC: 53-60
• ECSMDANYSM: 42-46
• ECSMDANYSC: 42

Courses for Tracks 1, 2 and 3

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.
SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

Prereq or coreq: SPED 70000 and SPED 79000 or SPED 74100

Hours (includes 10 hours of field experience),
Credits 3 cr

SPED 70700 - Research Seminar: Issues in Special Education (KC)

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

Hours 45 hrs,
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74600 - Educational Implications of Learners Who Are Deafblind

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

Prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience
Credits 3

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.
prereq or coreq: SPED 70000  
*Hours* 45 hrs,  
*Credits* 3 cr.

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)**

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

prereq or coreq: SPED 70000, SPED 79000  
*Hours* Includes 15 hrs of field experience  
*Credits* 3 cr.

*This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness**

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800  
*Hours* Includes 15 hrs of field experience  
*Credits* 3 cr

**SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities**

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

prereq: SPED 70000  
*Hours includes* 10 hrs of field experience, 30 hrs  
*Credits* 2 cr

**SPEDE 77000 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)**
Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods. Students must receive a grade of B or better.

**prereq or coreq:** SPEDE 76800 and SPEDE 76900; OR SPED 70000 and SPED 79000

**Hours** Includes 15 hrs field experience,

**Credits** 3 cr

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE 77100 - Autism Spectrum Disorder: Characteristics and Implications for Intervention**

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

**prereq or coreq:** SPEDE 770

**Hours** Includes 5 hrs field experience

**Credits** 3 cr

**SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs**

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

**prereq:** SPEDE 768 OR SPED 700

**Hours** Includes 5 hrs field experience

**Credits** 3 cr


This yearlong course focuses on the significant influence of the family in early childhood learning and development and evidence-based strategies for creating and sustaining effective family-professional partnerships to optimize family and child outcomes in classroom, home, and community settings. The developmental process of parenting, family capacity-building approaches, and convergence of family and professional expertise to promote child learning and development will be examined across diverse cultures, languages, abilities, settings, and urban contexts.

**prereq or coreq:** SPEDE 770

**Hours** 3.0 (YL)

**Credits** 3.0 (YL)

**Includes 5 hrs field experience.**
This is a yearlong course.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)**

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.

*prereq: SPEDE 77000 and SPEDE 77200 (for all programs); and ECC 70400 or ECC 70900 (for Program 1 students only)*
*Hours 3 hrs: includes 5 hrs field experience*
*Credits 3 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And -

**SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

*prereq or coreq: SPED 79000, 79100*
*Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences*
*Credits 2*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

**SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)**

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

*prereq or coreq: SPED 79000, 79100*
SPED 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

Prerequisites or corequisites: SPED 79000, 79100

Hours 36 days (30 hr seminar, pre-K), plus conferences
Credits 2 cr.

SPED 79553 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities (KC)

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

Prerequisites or corequisites: SPED 79000, 79100

Hours 36 days (30 hr seminar, K-2), plus conferences
Credits 2 cr.

Additional Courses for Track 1

ECF 70000 - Child Development: Birth to Age Eight

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.
**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000*

**ECC 70600 - Language and Literacy: K through Grade 2**

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

*prereq or coreq: ECC 70500 (early childhood students only)*

**ECC 70700 - Language and Literacy: English Language Learners**

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400*
*prereq or coreq: 70500 or 70600*

**ECC 70900 - Mathematical and Scientific Thinking in Early Childhood**

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

*prereq or coreq: ECC 70300*

**ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)**

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students
will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

**ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)**

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.
prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field
Credits 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Tracks 2 and 3 students must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):

   a comprehensive research-based oral presentation on a current special education issue
   - and either -
   an original written research proposal
   - or -
   a written proposal for competitive grant funding.

4. Complete the Dignity for All Students Act (DASA) workshop.


Program

This program (Academic Plan: ECSE2-AC) leads to a post-master's Advanced Certificate in Special Education: Early Childhood, Birth – Grade 2 consistent with regulations of the New York State Education Department. The program is designed for students with existing New York State certification in early childhood general education; it leads to an additional teaching certificate in students with disabilities birth to grade 2.

Admission Requirements

1. A master's degree in Early Childhood Education, Birth - Grade 2 from an accredited institution with a GPA of at least 3.5.
2. New York State initial, professional or permanent certification in Early Childhood Education, Birth – Grade 2.
3. A personal statement.
4. A recommendation from a supervisor or academic professor.

Progress Standards
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 20 cr.

Academic Plan - ECSEB2-AC

Credits - 20

SPEDE 76800 - Fostering Development in Young Children with Diverse Abilities: Historical, Political, and Inclusive Perspectives

This course explores the variability of development in infants and young children, and related developmental promotion approaches, through a lens of cultural, linguistic, and ability diversity. Functional developmental competencies and the range of developmental consequences within specific diagnoses will be examined, including the implications for supporting learning and development in classrooms, homes, and communities. The evolution of laws, regulations, and inclusive practices to current early intervention and early childhood special education recommended practices will be situated within this developmental framework.

*prereq or coreq: ECF 700 (for Program 1 students only)*
*Hours Includes 5 hrs field experience,*
*Credits 3*

SPEDE 76900 - Evaluation, Assessment, and Program Planning for Infants and Young Children with Special Needs (KC)

Developmentally appropriate and recommended practices for assessing the development and learning of young children from infancy through age 7 years (second grade) and identifying family strengths and supports. Application of tools, observations, and discussions with informed others to make decisions in screening, evaluation and program planning will be explored within a transdisciplinary team. Students must receive a grade of B or better.

*prereq or coreq: ECF 700 and ECC 703 (for Program 1 students only); and SPEDE 768*
*Hours Includes 15 hrs field experience,*
*Credits 3*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*
SPEDE 77051 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods.

*prereq: By permission*
*Hours 3 hrs*
*Credits 3 cr.*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

SPEDE 77200 - Positive Behavior Support (PBS) and Its Application to Young Children with Special Needs

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

*prereq: SPEDE 768 OR SPED 700*
*Hours Includes 5 hrs of field experience*
*Credits 3 cr*

SPEDE 77400 - Adaptations for Individual Learners Across the K-2 Curriculum (KC)

Methods for supporting children with disabilities and special education needs, grades K–2 access the general education curriculum; Data-based decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized.

*prereq: SPEDE 77000 and SPEDE 77200 (for all programs); and ECC 70400 or ECC 70900 (for Program 1 students only)*
*Hours 3 hrs: includes 5 hrs field experience*
*Credits 3 cr*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

SPEDE 77600 - Introductory Field Experience in Early Childhood Special Education (KC)

Preparatory experience in a program supporting young children with diverse abilities; emphasis on what it means to be an early intervention/early childhood special education professional; One field placement of 10 days in a Kindergarten or Grade 1 or 2 setting.

*prereq: ECC 71200 (for Program 1 students only)*
prereq or coreq: SPEDE 77000

Hours 2 hrs.
Credits 2 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPEDE 77951 - Practicum in Early Childhood Special Education (KC)

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq: By permission

Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. Completion of the Dignity for All Students Act (DASA) workshop.

Early Childhood Education, Birth through Grade 2 - MSEd

This program (Academic Plan: ECEB2-MSED) leads to NYS certification in Early Childhood Education. It is recognized by the National Association for the Education of Young Children (NAEYC) and prepares candidates for teaching in a variety of educational settings within the birth to grade 2 levels. This program is not designed for those who already have NYS certification in Early Childhood Education.

ECEB2-MSED has two tracks (or subplans). Track 1 (Subplan: ECEB2LNYSC) is for applicants with no prior NYS certificate. Track 2 (Subplan: ECEB2ANYSC) is for applicants who have prior NYS certificate.

Admission Requirements

Track 1

For applicants who do not hold New York State Certification

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. A personal statement.
5. Two letters of recommendation.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Track 2

For applicants who hold NYS certification in Childhood Education, Common Branches PreK- Grade 6, Childhood or Early Childhood Special Education, or TESOL

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. NYS initial, professional, or permanent certification in Childhood Education, Pre-K-Grade 6, Students with Disabilities Birth to Grade 2 or Grades 1-6, or TESOL.
3. A personal statement.
4. Two letters of recommendation.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

ECEB2-MSED

Subplans

- Track 1: ECEB2LNYS
- Track 2: ECEB2ANY

Total Credits

- ECEB2LNYS: 36-42
- ECEB2ANY: 30-35
Courses for Tracks 1 and 2

**ECF 70000 - Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels
Credits 3*

**ECF 70100 - Social and Historical Contexts of Early Childhood Education**

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

*Hours 45 hrs
Credits 3*

**ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2**

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs
Credits 3*

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels
Credits 3*

**ECC 70700 - Language and Literacy: English Language Learners**

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
prereq or coreq: 70500 or 70600*
**ECC 70800 - Children with Special Needs: Birth through Grade 2**

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

*prereq: ECC 70300  
prereq or coreq: ECF 70200  
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels  
Credits 3*

**ECC 71300 - The Expressive Arts in Early Childhood**

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

*Hours 45 hrs  
Credits 3*

**ECC 71400 - Health, Safety and Nutrition in Early Childhood**

This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

*prereq or coreq: ECF 70000  
Hours 45 hrs  
Credits 3*

**ECC 71500 - Educational Technology in Early Childhood**

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

*Hours 15 hrs,  
Credits 1 cr*

**ECC 72000 - Integrative Seminar in Early Childhood Education**

Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.
- Take Either -

**ECC 71600 - Student Teaching in Early Childhood Settings (KC)**

A full semester of student teaching in one of the required age/grade levels (Pre-K, K, grades 1-2) that supplement pre-student teaching field experience (Birth-3, preK-2).

*prereq: ECF 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only)*

*Hours 30 hrs of seminar plus 60 days of student teaching*

*Credits 3*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Or -

**ECC 71700 - Supervised Practicum in Early Childhood (KC)**

This course has two key components: (1) A full semester of practicum in Pre-K, K, or grades 1-2 and (2) biweekly seminar (30 hours). It builds on prior coursework and field experiences by providing guidance and reflective discussion that allow teacher candidates to enhance their teaching skills in early childhood education settings. Specific information regarding professional issues, ethical behaviors, and child advocacy is provided and reviewed. In addition, this course will align the practicum experience with the expectations of the edTPA in order to support teacher candidates with the preparation and submission of their portfolios.

*prereq: ECF 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only)*

*Hours Bi-weekly seminar (30 hrs)*

*Credits 2*

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Plus -

**ECC 71800 - Early Childhood Student Teaching (KC)**

This is a college supervised experience and is offered during the regular academic year and in the summer to facilitate the opportunity for practice at a different age/grade level than ECC 71700. This course has two key components: (1) a minimum of 30-days of student teaching in Pre-K, or grades 1-2 and; (2) biweekly seminar (15 hours).
prereq: ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200

**Hours** Bi-weekly seminar (15 hrs)

**Credits** 1

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**Additional Courses for Track 1**

**ECC 70500 - Language and Literacy: Birth through Kindergarten**

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

**prereq or coreq:** ECF 70000

**Hours** 45 hrs

**Credits** 3

**ECC 70600 - Language and Literacy: K through Grade 2**

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

**prereq or coreq:** ECC 70500 (early childhood students only)

**Hours** 45 hrs

**Credits** 3

**ECC 71000 - Early Childhood Mathematics: Birth through Grade 2**

Theories and research that focus on the relationship between children's development and learning of mathematical concepts and skills. Appropriate mathematics activities for children from birth to second grade and ways of assessing mathematical learning in diverse infant, toddler, preschool, and grade K-2 settings. (Required in Program 1.)

**prereq or coreq:** ECC 70300

**Hours** 45 hrs

**Credits** 3

**ECC 71100 - Science in Early Childhood Education: Birth through Grade 2**

Theories and research of scientific thinking in young children; the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Ways of assessing science learning in infant, toddler, preschool, and grade K–2 settings. (Required in Program 1.)

**prereq or coreq:** ECC 70300
**ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood (KC)**

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

*prereq: ECC 70300*

*Hours 15 hrs of seminar plus 50 hrs in the field*

*Credits 1*

This Key Course requires a grade of B or better to pass.

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**Additional Courses for Track 2**

**ECC 70400 - Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

*prereq or coreq: ECF 70000*

*Hours 45 hrs*

*Credits 3*

**ECC 70900 - Mathematical and Scientific Thinking in Early Childhood**

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined. (not for Program 1 students)

*prereq or coreq: ECC 70300*

*Hours 45 hrs*

*Credits 3*

**Note(s)**

Please note: Students who qualify for waivers may take ECC 719.51, .52, .53 (Special Topics in Early Childhood Education, 1, 2 and 3 credits), or a course in another program with permission of the Early Childhood Program coordinator. Students may be exempted from up to 6 credits (Track 1) or 5 credits (Track 2) based on prior equivalent course work.
Exit Requirements

1. An overall GPA of 3.0.
2. Track 2 students must maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.

Early Childhood Education: Additional NYS Certification - Advanced Certificate

This post-master's, advanced certificate program (ECEB2-AC) provides teachers who already possess New York State teaching certification in Childhood Education Grades 1-6 the additional coursework required for an additional teaching certificate in Early Childhood Education Birth to Grade 2.

Admissions Requirements

1. A master's degree from an accredited institution with a GPA of at least 3.5.
2. NYS certification in Childhood Education Grades 1-6 or Pre-K-6 education.
3. A personal statement.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 17 cr.

Academic Plan: ECEB2-AC

ECF 70000 - Child Development: Birth to Age Eight
Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels
Credits 3*

**ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2**

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs
Credits 3*

**ECC 70300 - Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels
Credits 3*

**ECC 70500 - Language and Literacy: Birth through Kindergarten**

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

*prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3*

**ECC 70700 - Language and Literacy: English Language Learners**

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs
Credits 1*

**ECC 70800 - Children with Special Needs: Birth through Grade 2**
The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

**prereq:** ECC 70300  
**prereq or coreq:** ECF 70200  
**Hours** 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels  
**Credits** 3

**ECC 71800 - Early Childhood Student Teaching (KC)**

This is a college supervised experience and is offered during the regular academic year and in the summer to facilitate the opportunity for practice at a different age/grade level than ECC 71700. This course has two key components: (1) a minimum of 30-days of student teaching in Pre-K, or grades 1-2 and; (2) biweekly seminar (15 hours).

**prereq:** ECF 70200; ECC 70300, 70500, 70600, 70700, 70800, 71000, 71100, and 71200  
**Hours** Bi-weekly seminar (15 hrs)  
**Credits** 1

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**Exit Requirements**

1. An overall GPA of 3.0.  
2. A grade of at least B in classes with clinical fieldwork hours (ECF 70000 and ECC 71800).  
3. Must maintain a valid and appropriate NYS certification.  
4. Complete the Dignity for All Students Act (DASA) workshop.

**Educational Leadership: SBL/SDL - MSEd**

This master's degree program (Academic Plan: SDL-MSED) is designed to prepare NYS certified teachers for roles in administration and supervision of preK-grade 12 educational settings. Graduates of this program are eligible for NYS certification in both School Building Leader and School District Leader.

**Admission Requirements**

1. A master's degree from an accredited institution with a GPA of at least 3.0.  
2. Permanent or professional NYS certification as a teacher and/or pupil personnel service provider within grades PreK-12.  
3. A minimum of three years of approved teaching and/or school service within grades PreK-12 under regular appointment (or its equivalent for counselors, social workers, and school psychologists) or two years approved teaching and/or school service and at least one year of relevant management/leadership experience.  
4. Two letters of recommendation, including a letter of support from the candidate's immediate site supervisor.  
5. An on-site interview process that includes both oral and written activities.  
6. Submission of official score report on the Graduate Record Examination (GRE).
Progress Standards

1. Complete and pass comprehensive examination prior to enrollment into ADSUP 75100, the internship seminar.
2. Students must complete all Key Assessments built around accepted professional standards in the field of Education Leadership.

Course of Study

Academic Plan

SDL-MSED

Total Credits

32

**ADSUP 70400 - Leadership to Enhance Human Resources**

Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts; intensive experience in group process and the development of a positive school climate and culture.

*Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4*

**ADSUP 71500 - Supervision for the Improvement of Instruction**

An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

*Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4*

**ADSUP 71600 - Leadership Strategies for School Reform**

An introduction to leadership theory, school, district reform and the school principalship. Leadership theory is explored from a systems perspective with a focus on both the theoretical and practical tools for promoting school and district change that leads to high levels of student achievement.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4*
**ADSUP 71700 - Seminar in Evaluating and Applying Educational Research**

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work*

*Credits 4*

**ADSUP 72100 - Legal Issues, Finance, Facilities and Operations**

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work*

*Credits 4*

**ADSUP 73100 - Using Data, Technology and Assessment to Plan and Design Curriculum and Instruction**

This course provides students seeking to be instructional leaders with both the theoretical and the practical considerations necessary for using technology, data, and assessment to plan and design curriculum for effective instruction.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work*

*Credits 4*

**ADSUP 74100 - School District Leadership: Problems and Issues**

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work*

*Credits 4*

**ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision (KC)**

- ADSUP 75110 - School and District-Based Experience Seminar in Administration Supervision I
- ADSUP 75120 - School and District-Based Experience Seminar in Administration Supervision II
Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

*Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract
Credits 4*

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**Exit Requirements**

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certificate.
3. Require a minimum of two academic years of full-time graduate level study.
4. The culminating experiences of the program consist of an oral exit interview and a program portfolio review of selected leadership experiences and reflections on the learning process.
5. Must pass the School of Education technology assessment, embedded in courses.
6. Pass both parts of the NYSTCE School District Leader (SDL) exam.
7. Pass the NYSTCE Educating All Students (EAS) exam.
8. Complete the Dignity for All Students Act (DASA) workshop.

**Educational Leadership: School District Leader - Advanced Certificate**

**Program**

This post-master's, advanced certificate program (Academic Plan: SDL-AC) is designed to prepare NYS certified administrators with SBL or SAS certification for roles in administration and supervision at the school district level. Graduates of this program are eligible for NYS certification in School District Leader.

**Admissions Requirements**

1. A master's degree from an accredited institution with a GPA of at least 3.0.
2. A minimum of 48 graduate credits completed prior to enrollment.
3. Proof of NYS certification in School Building Leader or School Administrator/Supervisor.
4. Two professional references.
5. A personal statement.
6. An on-site interview and writing sample may be requested by the program.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 12 cr.

Academic Plan: SCDTL-AC

**ADSUP 72100 - Legal Issues, Finance, Facilities and Operations**

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

**ADSUP 74100 - School District Leadership: Problems and Issues**

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

*Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

**ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision (KC)**

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.
Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract  
Credits 4

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. A grade of at least B in each of the three courses.
3. A valid and appropriate NYS certification.
4. Passing result on the New York State School District Leader assessment as required by NYSED.
5. Complete the Dignity for All Students Act (DASA) workshop.

Program Adviser

Benjamin Shuldiiner  
1129 West Building  
(212) 772-4627  
adsup@hunter.cuny.edu

Educational Psychology - MA

This program (Academic Plan: EDPSYCH-MA) provides a foundation of research, measurement, assessment, program evaluation and applied statistics for educational settings and related fields through two concentrations of study:

1. General Educational Psychology; and  
2. Assessment, Research and Evaluation.

It is designed for students with no prior experience in education as well as those who have a background in education and want to expand their skills and knowledge. Students in this program may use the degree as a bridge to a doctoral program in Educational Psychology or a related discipline; or to prepare professional careers in program evaluation; institutional research; assessment-measurement and testing; and instruction an curriculum development in public and private institutions.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 2.8. Students who do not meet the minimum GPA requirement may submit scores on the general aptitude test of the Graduate Record Examination (GRE) to serve as evidence of their ability to complete graduate-level work.  
2. On-site interview.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

EDPSYCH-MA

Total Credits

31 - 32

Core Courses
All students are required to take 4 core courses and a proseminar.

EDPS 70000 - Educational Psychology Proseminar

This proseminar consists of workshops, discussions and presentations on topics orienting students to the field of educational psychology and introducing them to the research interests of faculty members.

Credits: none

EDPS 70100 - Statistics and Statistical Computing in Education I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

Hours 60
Credits 4

EDPS 70200 - Educational Research Methods

This course is to increase students' understanding of the nature, purposes, needs, and types of research conducted by educational researchers and psychologists. Students will learn a range of research designs and methods, and their applications to education-related settings and issues.
EDPS 70300 - Learning and Behavior Theories

This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200
coreq: EDPS 70300

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Concentration Area Courses

Students should select at least 2 courses in their concentration area; a third course can be counted toward the elective course requirement.

Concentration I: General Educational Psychology

EDPS 71200 - Multicultural Issues in Learning and Instruction
This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

*prereq or coreq: EDPS 70200
*Hours 3
*Credits 3

**EDPS 71300 - Cognition and Educational Technology**

This course covers research about the influence of educational technology on the development of thinking and learning.

*Hours 3
*Credits 3

**EDPS 71400 - Course Title Applied Motivation Theory in Education**

The goal of this graduate course is to review the major questions, methods, and theories of motivation in educational psychology—both past and present. A historical perspective is provided as a foundation for understanding the evolution and development of various theories of motivation in educational and psychology, which shape current thinking and research in the field. Furthermore, contemporary methods, research, and theory will be provided. Implications for practice will be discussed.

*Hours 3
*Credits 3

- Or -

**Concentration II: Assessment, Research, and Evaluation**

**EDPS 72200 - Tests and Measurement**

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

*prereq: EDPS 70100
*coreq: EDPS 70200
*Hours 3
*Credits 3

**EDPS 72300 - Educational Program Evaluation**

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.
EDPS 72500 - Assessment in Schools

The goal of this graduate course is to introduce students to the field of educational assessment taken broadly, with a focus on how academic assessments are used in prek-16 education within the US and internationally in the 21st century. Students will become familiar with theory, research, and practice in the areas of classroom assessment, assessment of teacher quality, and assessment of large educational systems. Students will acquire the knowledge and skills to critique assessment policies in terms of implementation, ethics, and impacts.

Elective Courses in Educational Psychology

Elective Courses (thesis students are required to select 1 elective course, while non-thesis students are required to select 2 elective courses).

CEDF 71300 - Child and Adolescent Development

This course will provide a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and their potential impact on student behavior and learning in the classroom.

CEDF 71700 - Independent Study in Educational Foundations

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

CEDF 71800 - Independent Study in Educational Foundations

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

CEDF 71900 - Independent Study in Educational Foundations

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.
EDPS 74100 - Mediating Factors in Student Achievement

This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

prereq: EDPS 70300

Hours 60
Credits 4

EDPS 74200 - Qualitative Research Methods in Education

This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

Hours 3
Credits 3

EDPS 74300 - Special Topics in Educational Psychology

This course will examine current research regarding a selected topic within the field of educational psychology; topics and readings will vary by semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60
Credits 4

EDPS 711, EDPS 712, EDPS 713, EDPS 721, EDPS 722 and EDPS 723 may count towards electives if not used to fulfill the concentration area requirement.

Culminating Courses
Select either a thesis or a non-thesis option.

EDPS 79000 - Educational Psychology Seminar

This is semester 1 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.
prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100
Hours 2
Credits 2

- And -

EDPS 79100 - Educational Psychology Seminar 2

This is semester 2 of the seminar course which provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79000, and either EDPS 72100 or EDPS 71100
Hours 2
Credits 2

- Or -

EDPS 79500 - Educational Psychology Thesis Research 1

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, and either EDPS 72100 or EDPS 71100
Hours 3
Credits 3

- And -

EDPS 79600 - Educational Psychology Thesis Research 2

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: EDPS 70000, EDPS 70100, EDPS 70200, EDPS 70300, EDPS 79500, and either EDPS 72100 or EDPS 71100
Hours 3
Credits 3

Students electing Thesis Research will prepare a report of a research investigation in which they design and execute an empirical study under the supervision of a faculty advisor. Students electing the non-thesis option will enroll in a seminar course (EDPS 79000) in which they prepare a scholarly publishable-quality review of the research literature on a topic approved by the faculty.

Exit Requirements

1. An overall GPA of 3.0.
2. Complete Culminating Experience.
Elementary Mathematics Specialist Professional Certificate - MSEd

This MSEd program (Academic Plan: EMTSP-MSED) will provide certified elementary school teachers a substantial background in mathematics, pedagogy and leadership giving them the knowledge and skills necessary to be an effective professional development facilitator, coach, cluster teacher, and mentor. For those with Initial NYS Certification, this program will fulfill the master's degree requirement for Professional Certification. The New York State Education Department (NYSED) requires all certified teachers to obtain a master's degree within their first five years of teaching.

Admissions Requirements

1. A bachelor's degree from an accredited institution with an overall GPA of at least 3.0. Students with a master's degree must have an overall GPA of at least 3.3 in their graduate coursework.
2. NYS certification in Childhood Education Grades 1-6.
3. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
4. Preference will be given to candidates with teaching experience in grades 1-6.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

EMTSP-MSED

Total Credits

33

Entering students are expected to have college credit for at least two mathematics courses equivalent to Hunter's MATH 10400 and MATH 10500. If they do not have those courses, they will be conditioned in them and expected to complete the courses before taking other coursework in the program.
CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs.*
*Credits 3*

CEDC 74300 - Research Seminar in Mathematics/Science Education

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

*Hours 45 hrs*
*Credits 3*

CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

*prereq: all program courses except CEDC 74200 and CEDC 74300*
*Hours 45 hrs*
*Credits 3*

CEDC 74700 - Number Theory and Algebra in Elementary Curriculum

A study of the underpinnings of Number Theory and Algebra and the role they play in curriculum, teaching and student learning. This course gives participants a deeper understanding of algebra and how students learn transition from arithmetic to algebraic reasoning.

*prereq: The course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.*
*Hours 45 hrs*
*Credits 3*

CEDC 74800 - Geometry and Measurement in the Elementary

A study of the underpinnings of Geometry and Measurement and the role they play in curriculum, teaching, and supporting student learning. Topics in Geometry and Measurement are important concepts at the elementary school level and this course gives participants a deeper background in these two areas. Additionally, pedagogical practices important in these areas will be examined as well as a deep study of how students develop these concepts through curriculum, representations, manipulatives, and pedagogical practices will be discussed.

*prereq: This course is intended for students in the Elementary Mathematics Specialist program or licensed elementary school teachers.*
*Hours 45*
*Credits 3*
CEDC 74900 - Leadership in Elementary School Mathematics

A study of mathematics leadership and the development of mentors, coaches, and leaders of professional development.

prereq: This course is intended for students in the Elementary Mathematics Specialist program. Completion of at least 24 credits in the program.
Hours 45
Credits 3

MATH 61000 - Mathematics for the Elementary School from an Advanced Standpoint

Study, from an advanced standpoint, of the mathematics involved in the elementary school common core, with special focus on Numbers and Quantities; Algebra and Change. Open only to Teacher Education Program students.

prereq: MATH 10400 and MATH 10500 or their equivalent. Entry is by departmental permission.
Hours 3 hrs
Credits 3 cr.
The course is intended for students in the Elementary Mathematics Specialist Program.

STAT 61200 - Discrete Probability

Combinatorics, discrete probability, random variables, probability models and an introduction to game theory. A study of discrete probability with particular attention paid to the integration of these topics into the school curriculum. This course is for current and prospective teachers.

prereq: a statistics course on or above the level of STAT 11300
Hours 3
Credits 3

- Plus choose two (2) -

Substitutions in this category can be made with consent of the adviser

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry. This is a theoretical mathematics course. The material is presented in its historical context.

prereq: departmental permission
Hours 3
Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics. This course is for current and prospective teachers.
prereq: none  
Hours 3  
Credits 3

**MATH 65400 - Dynamical Systems and Chaos**

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

*prereq: a course in multivariate calculus and a course in linear algebra*

*Hours 3 hrs.*

*Credits 3 cr.*

*Familiarity with MAPLE or MATHEMATICA encouraged*

- And choose one (1) -

**STAT 61300 - An Introduction to Statistics**

An Introduction to statistics and statistical computing. Hands-on data analysis. Graphical inference. The five number summary, box plots, scatterplots, normal probability plots. Elementary probability. Statistical estimation and hypothesis testing. Linear regression. Students are expected to analyze real data sets and write reports. Data analysis uses appropriate statistical software. This course is intended for teachers.

*Hours 3 hrs.*

*Credits 3 cr.*

**STAT 61400 - Data Analysis Using Statistical Software**

A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, and model building.

*prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course.*

*Hours 3 hrs.*

*Credits 3 cr.*

**Note:**

If a student has already taken a course with content comparable to a course in the program, documented by college catalog description, and the student attained a grade of B or better in the course as documented by an official college transcript, then the student will be allowed to choose a course approved by the program adviser as a substitute for the existing program course.

**Exit Requirements**

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Complete the Dignity for All Students Act (DASA) workshop.
Gifted Education Extension - Advanced Certificate

Program

This advanced certificate program (Academic Plan: GIFTD-AC) is designed to provide educators with a solid background of expertise in gifted education, enabling them to work effectively with exceptionally capable learners, and to take leadership roles in the field. In addition to satisfying NYS certification requirements for 12 credits of coursework and field hours for the Gifted Extension certificate*, successful completion of this program will result in an advanced certificate degree in Gifted Education and an institutional recommendation for the Gifted Extension certificate.

*NYS certification in Gifted Extension requires a valid base NYS teacher certification and a passing score on the Gifted Content Specialty Test (CST).

Admission Requirements

1. NYS teacher certification and a minimum of 15 credits of graduate study (master's degree preferred) in education for a specific school population, with at least one course in human development (including child or adolescent development).
2. A GPA of at least 3.5 in graduate courses.
3. Two letters of recommendation from appropriate professional or academic sources.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study - 12 cr.

Academic Plan: GIFTD-AC

SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social,
political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

*Cross-listed* (Cross-listed with CEDF 75300.)

**Hours**: 45 hrs includes 10 hrs field experience

**Credits**: 3 cr

**SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners**

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the full time gifted school.

*Cross-listed* (Cross-listed with CEDF 75400.)

**Hours**: Includes 10 hrs field experience

**Credits**: 3 cr

**SPED 75500 - Assessment and Instruction for Diversely Gifted Learners**

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

*Cross-listed* (Cross-listed with CEDC 755.)

**prereq or coreq**: SPED 75300 and SPED 75400

**Hours**: Includes 20 hrs field experience

**SPED 75600 - Professional Discourse and Leadership in Gifted Education**

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

*Cross-listed* ADSUP 75600, CEDC 75600, CEDF 75600

**prereq or coreq**: SPED 75300 and SPED 75400

**Hours**: Includes 10 hrs field experience

**Exit Requirements**

1. An overall GPA of 3.0.
2. No course grade below B.
3. Maintain a valid and appropriate NYS certification.
4. Complete the Dignity for All Students Act (DASA) workshop.

**Program Adviser**
Elissa Brown  
(212) 772-4618  
919 West  
eb177@hunter.cuny.edu

Instructional Leadership - Ed.D.

The Doctor of Education (Ed.D.) degree in Instructional Leadership prepares experienced educators to become effective practitioner leaders able to translate current research into policy and practice. The program prepares teacher leaders, department chairs, administrators and other education professionals to transform K-12 education, driving better educational experiences and outcomes across larger systems. The program provides clinically-focused doctoral training and a deep grounding in the research on educational practice, particularly as it applies to urban settings and suburban settings with increasingly diverse student populations. Students develop the ability to synthesize and apply new research to improve educational experiences and outcomes for students, and the skills to communicate their insights effectively as leaders in schools and communities.

Program Highlights

- Designed to meet the needs of working educators with a part-time cohort model and practice-focused curriculum over five years
- Focused on interpreting and translating current research into clinical practice.
- Leverages the strength and expertise of faculty with a wide range of research and practitioner areas who are engaged with current scholarship and practice.
- Provides opportunities to expand both the breadth of knowledge across the field and depth of knowledge in a particular area of interest.
- Institutionally committed to serving the needs of public education with an urban focus.

Admission Requirements

1. A master’s degree from an accredited institution in the field of education or related to your work in education with a GPA of at least 3.5. Undergraduate GPA will be considered as well.

2. A minimum of two letters of recommendation is required. At least one should address past academic performance and/or readiness for doctoral studies and one should speak to professional leadership potential.

3. A personal statement.

4. Graduate Record Examination (GRE).

5. Prospective students whose native language is not English and who have completed all or part of their post-secondary education in a country where English is not the native language need to take the TOEFL or IELTS or the Pearson Test of English.

6. A resume.

7. A minimum of five years professional work experience in the field of education.

8. An on-site interview and writing activity may be required as part of the interview process.

Progress Standards
1. Students must maintain a minimum 3.5 GPA throughout the program. At the end of each semester, when grades have posted, the program director will meet with the Assistant Director of Graduate Student Affairs in the Office of Academic and Student Affairs to review the GPA of all students in the program and to identify any who have fallen below a 3.5. These students will be placed on academic probation. Once they are notified of probation, they will be required to meet with their advisor to develop an academic plan for improving their GPA. At the end of the semester that they are on probation and grades have posted, the program director will review the student's GPA. If the GPA is above a 3.5, the student will be taken off of academic probation. If it is still below a 3.5, the program coordinator and advisor will determine if the student has made adequate progress towards improving their GPA. If it is determined that the GPA is improving, the student will be placed on academic probation again and allowed to continue in the program. If adequate progress has not been made, the student will be dismissed from the program. Students cannot remain on academic probation for more than three consecutive semesters without being dismissed from the program.

2. Prior to the start of the third year in the program, students must pass a Comprehensive Assessment. The Comprehensive Assessment serves two overarching purposes: (a) to assess doctoral students' content knowledge in the various areas of program coursework and (b) their readiness to move into the dissertation phase of the doctoral program.

Course of Study

Academic Plan:

INSTLD-EDD

Total Credits

60

EDDIL 80000 - Foundations of Research, Leadership, and Equity in Education

In this course, students explore the foundations of the three pillars of the EdD program: Research, Leadership, and Equity in Education. Students will be immersed in a variety of research studies drawing on the professional literature in education and associated fields to develop an understanding of diverse research traditions. The course explores research designs and processes in published studies for question posing and data collection, analysis, and interpretation from quantitative and qualitative perspectives. Research related to instructional leadership will be examined in an effort to develop an understanding of this field of study. The course introduces students to the key concepts necessary for engaging in research and leadership around diversity, equity, and social justice.

Hours 3
Credits 3.0

EDF 80400 - Analysis of Major Issues in Contemporary Education Reform

After a brief review of the history of education reform efforts, we will study the major debates and policy initiatives that have shaped the contemporary structures of American public education. We will seek to understand what is at stake in these initiatives, the evidence behind their adoption and resistance to them.

Hours 3 hrs
Credits 3 cr

EDF 80000 - Statistics for Applied Educational Research I
This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, statistical assumptions, t-tests, analysis of variance, correlation, and chi-squared.

prereq: SPED 80000  
Hours 3 hrs  
Credits 3 cr

EDF 80100 - Qualitative Methods in Educational Research

This graduate course introduces students to qualitative research within the field of education. The course provides an overview of the different approaches to qualitative research and specific strategies of data collection and analysis, their underlying assumptions and appropriateness for particular research questions, and authentic experience with qualitative research.

prereq: SPED 80000  
Hours 3 hrs  
Credits 3 cr

EDF 80200 - Quantitative Methods and Measurement

The purpose of this course is to increase students' understanding of quantitative research methods and design issues relevant to the pursuit of research in education, with a focus on correlational, experimental and quasi-experimental design.

prereq: EDF 80000  
Credits 3 cr

EDDIL 80100 - Leadership for Change

In this course, students are introduced to the idea of non-positional leadership - that everyone has the responsibility and ability to lead change, regardless of one's formal position within the education landscape. They are then introduced to various theories/theoretical frameworks on the problems of change at the individual, group and system level, as well as to the notion of a theory of change, including how it differs from theory and its import in shaping and helping to ensure effectiveness of an educational change effort. Special attention is paid to the import of precise problem identification; the need for feedback loops to allow for ongoing adjustment of change designs in response to the unexpected; and to implementation challenges. Students apply their learning by analyzing existing educational change efforts and by designing and defending a theory of change that they could potentially implement to improve an identified problem of practice.

Hours 3  
Credits 3.0

EDDIL 80200 - Leading for Justice, Equity, Diversity, and Inclusion

An important aspect of leadership in schools is being mindful of the identities, backgrounds, communities, and histories of the populations they serve. Even more important is an understanding of how the sociocultural contexts in which we all live result in systemic unequal distribution of power, privilege, and resources. This course will review key theoretical frameworks that attempt to describe the nature of schools, teaching and learning, and unequal student outcomes. The course will give participants the opportunity to consider the history and structure of schools from multiple perspectives by taking an intersectional approach. Participants will be expected to apply the NYSED Culturally Responsive and Sustaining Frameworks in their individual settings and propose research, policy or practice
they are focused on Justice, Equity, Diversity and/or Inclusion.

*Hours 3*
*Credits 3.0*

**SPED 80200 - Enhancing Achievement through Family & Community Relationships**

This course examines the role of school, family and community in educational policy and practice. Students will read and critique a variety of theoretical frameworks about the intersection of home, school, and community; analyze current research on the impact of family and community engagement on student learning and school improvement; explore policies at local, state, and federal level.

*Hours 3.0*
*Credits 3.0*

**EDUC 80700 - Professional Communications for Educational Settings**

This course explores a range of educational and school-based writing genres and writing for a variety of audiences. Resources and practices related to developing and writing within a variety of genres from traditional print publications to new media outlets will be introduced, explored and, most importantly, enacted.

*Hours 3 hrs*
*Credits 3 cr*

**SPED 80100 - Research on Effective Practice and Curriculum for Students with Disabilities**

This course provides the opportunity to consider disability in the context of schools and society—with view to engaging with, and critiquing, existing research in the fields of special education and disability studies in education (DSE). We will be mindful of how the disposition and paradigm of researchers influences all aspects of their work including: problems identified; questions asked; methods used; analysis employed; findings or results; interpretations, and: implications. This course focuses on the nature of evidence-based practice involving students with disabilities within specific contexts. The course is designed to provide a foundation for the course work, independent scholarship, and educational research that students will undertake in the process of completing the doctoral degree.

*Hours 3 hrs.*
*Credits 3 cr.*

**EDUC 80100 - Research on Effective Practice and Curriculum for Multilingual Learners**

The focus of this course is on effective instruction and curriculum supporting the academic, social, and emotional development of multilingual learners (MLLs). Topics and assignments provide a direct connection of research on the development of languages and literacies, as well as a programming, and policy for MLLs in P-12 school contexts. Analysis of research on English as a New Language (ENL) education and bilingual education, including review of quantitative and qualitative studies of instruction and curriculum for MLLs will provide the foundation for the course content. This course will prepare doctoral students to critically evaluate educational research on ELLs, deeply understand the core components of quality instruction for ELLs in P-12 classrooms, and be able to clearly identify appropriate methods for addressing and improving instruction and curriculum for ELLs. Topics and
assignments are designed to provide theory that directly connects to the design of instructional models of and curricula for ELL instruction. The course will also analyze the role of language and race-related ideologies on how bi-/multilingualism is framed and the consequences for how programs and policies are conceptualized and implemented. This course will prepare doctoral students to critically evaluate educational research on MLLs, deeply understand the core components of quality programming and instruction for MLLs in P-12 classrooms, and to clearly identify appropriate methods for addressing and improving instruction and curriculum for MLLs.

*Hours 3 hrs
Credits 3 cr*

**EDDIL 81000 - Leader Scholar Community Research Seminar**

This is a seminar in which students, under the supervision of a faculty member, develop research expertise that is expected to lead to a specific project such as a dissertation, report, or publication. Assignments might include development of problem statement, literature review, or statement of implications for practice based on review of comparable work. This course may be taken up to six times for credit and may be taken more than one time in any given term.

*Hours 1
Credits 1.0
This course is graded Pass/Fail.*

**EDF 83000 - Dissertation Proposal Seminar**

This course is a seminar designed to provide students with a general overview of the structure and components of a dissertation proposal. It serves as common ground for all cohort members to prepare for highly individualized work with a dissertation advisor in subsequent semesters. Throughout this course, students will focus upon the following components: (1) the background of the problem to be investigated; (2) formulating a research question(s); (3) developing a theoretical framework; (4) conducting a literature review; (5) choosing research methods to collect data; (6) analyzing findings; and (7) generating implications. These elements will be taught in relation to a "traditional" five-chapter dissertation, along with variations and expansions of this structure. In addition, students will review and become certified in appropriate IRB requirements. A major goal of this seminar is to individualize support with view to preparing each student to develop a topic for approval that will continue to be worked upon with a dissertation advisor during the following semester.

*Hours 3 hrs
Credits 3 cr*

**EDF 83100 - Dissertation Advisement**

Dissertation Advisement is a customized course of study taken immediately after Dissertation Proposal Seminar. The purpose of this course is to provide individualized support to doctoral students as they design and carry out a dissertation that addresses an identified problem of practice. This course must be taken for at least two semesters and must be taken every semester until the dissertation has been successfully defended for a minimum of six credits.

Any student who receives a grade of F must obtain permission from the program leader to repeat the course. This course may only be repeated once and only one failing grade is allowed in the course.

*prereq: EDF 83000*
Electives

Students must take at least 12 credits of electives from this list. Other elective options may be taken in lieu of these courses with permission from the program director.

**EDUC 80500 - Research on Effective Practice and Curriculum (REPAC) in Literacy**

This course examines current research in literacy curriculum and its implementation. A host of theoretical approaches to the teaching of literacy and language development will be addressed and critiqued. Particular attention will be paid to research on literacy instruction and interventions that serve the needs of diverse students in urban schools.

*prereq: SPED 80000 Intro to Doc Seminar*

**EDUC 80300 - Research on Effective Practice and Curriculum in Math**

The course will examine the current research on effective mathematical teaching, assessment practices, student learning, and curriculum design. Students will synthesize research and engage in research explorations focused on problems of practice.

**ECC 80100 - Research and Practice in Early Childhood Education**

Overview of the historical and social influences on early childhood research and practice. Candidates will gain a comprehensive understanding of the significant policy, programmatic and pedagogical factors affecting the formal, symbolic and societal curricula, within and across early childhood education and care settings.

**EDUC 80400 - Research on Effective Practice and Curriculum in Arts and Humanities**

This course examines current research in Arts and Humanities curriculum and its implementation. It addresses a host of theoretical and policy-oriented approaches to the teaching and learning of the arts and humanities. Particular attention will be paid to research on arts and humanities instruction and interventions that serve the needs of diverse students in urban schools.

**EDUC 80600 - Effective Professional Development of Teachers**
In-depth study of research and practice in professional development for educators. Students will explore the literature about effective methods, contexts, and delivery of coaching, mentoring, and professional learning for teachers and other educators. Focus on understanding the strengths and weaknesses of different approaches to professional development, and on learning how to assess the appropriateness of a professional development strategy with respect to content and the teacher population to be served.

*Hours 3 hrs
*Credits 3 cr

**EDF 80300 - Statistics for Applied Educational Research II**

This course builds on knowledge of basic statistics, focusing on multiple regression and analysis of covariance for statistical analysis of continuous and categorical independent variables. Data exploration and assumptions are discussed in detail. Computer software for analysis of quantitative data is introduced.

Hours 3.0
Credits 3.0

**EDUC 80800 - Action Research**

The purpose of this course is to explore various aspects of a movement in education and educational research in which educators (e.g., P-12 teachers, school administrators, etc.) actively participate in making change in their practice through conducting systematic inquiry and research. The course will provide a broad overview of the epistemological, political, and methodological issues associated with the idea of practitioner research.

*prereq or coreq: EDS 80300 Qualitative Research Methods
Hours 3 hrs
Credits 3 cr

**EDUC 80900 - Case Studies in Education: Institutions, Schools, Programs, Classrooms, and Individuals.**

This course examines case study as a research design in educational contexts. The unit of study can include institutions, schools, programs, and individuals. A variety of topics will be explored, including becoming familiar with types of case studies, conceptualizing case study research, creating research questions, generating data, use of analytic methods, and application of case study findings to leadership and practice. In addition, the course will feature related, sometimes overlapping, methodological approaches such as portraiture and narratives. The course engages students in substantial study and critique of current and "classic" cases in educational research based on candidates' fields of interest. Particular attention will be paid to ethical considerations in conducting case study research in urban schools and communities.

*Hours 3 hrs
Credits 3 cr

**EDF 81000 - Mind, Brain, and Education**

This course provides students with knowledge from the neuro and cognitive sciences that can be applied in practice. This course begins with an introduction to mapping the physical features of the brain before leading into contemporary research on "brain-based" research and educational curricula and programs. Students will engage in examining research and separate "nureomyth" from "neuroscience" in order to be informed by new knowledge from the science of learning.
**EDDIL 82000 - Doctoral Directed Readings**

Directed Readings involve an in-depth study of some area of research, theory, or research methodology that is of special interest to a student (or small group of students) in the EdD program but for which there is no formal course within the program. The directed reading is done under the supervision of a full-time faculty member. When requesting a directed reading, students should collaborate with the intended instructor to create and agree upon a written proposal for the course (including a list of readings and at least one written assignment). Once the proposal is agreed upon by student and instructor, the Program Director of the EdD program must provide approval as well.

**prereq:** Permission EdD program director required.

**Exit Standards**

1. An overall GPA of at least 3.5.
2. Completion of Dissertation approved by the Dissertation Committee and an oral defense is the final requirement before the degree is conferred.

**Literacy Education: Birth - Grade 6 - MSEd**

This master's degree program (Academic Plan: LTYB6-MSED) is designed for teachers with NYS certification in Early Childhood or Childhood Education to become teachers of literacy and reading at the Early Childhood and elementary grade levels. This program leads to certification in Literacy Birth to Grade 6.

**Admission Requirements**

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. NYS initial, professional, or permanent certification in Early Childhood Education, Childhood Education, Pre K-Grade 6, TESOL or Special Education.
3. A letter of recommendation from a supervisor as one of the two letters of recommendation.
4. On-site writing sample after the application is reviewed.
5. On-site interview after the application is reviewed.
6. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

LTYB6-MSED

Total Credits

31-37

ECC 70400 - Language and Literacy: Birth through Grade 2

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 70500 and ECC 70600.)

prereq or coreq: ECF 70000
Hours 45 hrs
Credits 3

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners’ needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500
Hours includes 10 hrs in the field analyzing language use of ESL learners
Credits 3 cr

EDLIT 73100 - Literacy Assessment: Birth–Grade 6 (KC)

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting,
and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards.

prereq or coreq: ECC 70400 and EDLIT 73500
Hours 45 hrs and 15 hrs in the field assessing diverse learners
Credits 3 cr
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDLIT 73200 - Children's Literature

Exposure to the breadth, depth, and utilization of children's literature and its role in children's development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined.

Hours Includes 5 hrs in a classroom-based dramatic demonstration
Credits 3 cr

EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6

Development and assessment of writing skills including analysis of techniques and environments that foster writing development in all children (ESL, gifted, special needs). State writing standards and technology are integrated.

Hours Includes 15 hours in the field observing and analyzing writing development
Credits 3 cr

EDLIT 73400 - Literacies within the Disciplines: K–Grade 6

Exploration into the literacy demands inherent in the academic subjects of math, science, health education and social studies, as well as media, technology and the arts.

prereq or coreq: ECC 70400 and EDLIT 73500
Hours Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy
Credits 3 cr

EDLIT 73500 - Survey of Instructional Approaches in Literacy Education: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork
Credits 3 cr
EDLIT 73600 - Practicum in Literacy Assessment (KC)

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for assessing literacy achievement and related language skills.

prereq: EDLIT 73100
Hours Includes 15 hours of diagnosis, under supervision, of students with reading difficulties
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 73700 - Practicum in Literacy Intervention (KC)

Theoretical and practical consideration and procedures in the instruction of students with literacy difficulties.

prereq: EDLIT 73600
Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 73900 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Pre-K-6

Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in early childhood and childhood settings, with emphasis on students with special needs.

prereq or coreq: None
Hours 3 (includes 15 hours fieldwork)
Credits 3

EDLIT 74000 - Leadership in Literacy (KC)

Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master's in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.

prereq: EDLIT 74500; minimum of 27 credits in the literacy program
Hours 45 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDLIT 74200 - Practicum in Literacy (KC)**

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.

*prereq: Pre-requisite EDLIT 73100
Hours 15 hr seminar plus 50 hrs in the field,
Credits 1 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**EDLIT 74500 - Literacy Research for Change**

This course aims at learning to understand and use research methodologies in literacy education—qualitative, quantitative and mixed methods. The culminating project is a comprehensive literature review in an area of literacy education, which will lead to a staff development project in the final course, EDLIT 74000, Leadership in Literacy. Course participants will not only become informed consumers of literacy research but also teacher researchers advocating for diverse, urban student populations.

*prereq: EDLIT 73100 or EDLIT 75600
Hours 45
Credits 3

Note: Students may be exempted from up to 6 credits on the basis of prior or equivalent coursework.

Exit Requirements

1. Overall GPA of 3.0 or better.
2. Maintain a valid and appropriate NYS certification.
3. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
4. A grade of B or better in literacy courses EDLIT 736, EDLIT 737, EDLIT 742, and EDLIT 740.
5. Complete the Dignity for All Students Act (DASA) workshop.

**Literacy Education: Grades 5-12 - MSEd**

This master's program (Academic Plan: AL512-MSED) is designed for teachers with NYS certification in Middle Childhood (grades 5-9) and adolescent (grades 7-12) content teachers to become teachers of literacy and reading at the middle and secondary school levels. This program leads to certification in Literacy Grades 5-12.

Admission Requirements
1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or master's degree with a GPA of at least 3.5.
2. NYS initial, professional, or permanent certification as a Middle Childhood (5-9) or Adolescent (7-12) content teacher.
3. On-site writing sample after the application is reviewed.
4. A letter of recommendation from a supervisor.
5. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

AL512-MSED

Total Credits

31

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500
Hours includes 10 hrs in the field analyzing language use of ESL learners
Credits 3 cr

EDLIT 73500 - Survey of Instructional Approaches in Literacy Education: Grades K-12
Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork
Credits 3 cr

**EDLIT 74000 - Leadership in Literacy (KC)**

Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master's in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.

**prereq:** EDLIT 74500; minimum of 27 credits in the literacy program
**Hours** 45 hrs  
**Credits** 3 cr

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**EDLIT 74500 - Literacy Research for Change**

This course aims at learning to understand and use research methodologies in literacy education—qualitative, quantitative and mixed methods. The culminating project is a comprehensive literature review in an area of literacy education, which will lead to a staff development project in the final course, EDLIT 74000, Leadership in Literacy. Course participants will not only become informed consumers of literacy research but also teacher researchers advocating for diverse, urban student populations.

**prereq:** EDLIT 73100 or EDLIT 75600
**Hours** 45  
**Credits** 3

**EDLIT 75200 - Practicum in Literacy (KC)**

This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group.

**prereq:** Pre-requisite EDLIT 75600
**Hours** 15 hours in seminar and 50 hours of field experience  
**Credits** 1

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

**EDLIT 75300 - Methods of Teaching Writing: Grades 5-12**
Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.

Hours includes 15 hours fieldwork
Credits 3

EDLIT 75400 - Literacies within the Disciplines: Grades 5-12

Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.

prereq: Pre-requisite EDLIT 73500 and EDLIT 75500
Hours 3.0
Credits 3.0
Includes 10 hours in classrooms focused on literacies within the disciplines.

EDLIT 75500 - Culturally Responsive and Sustaining Literacies for Students with Diverse Needs, Grades 5-12

Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy; universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in secondary settings, with emphasis on students with special needs.

Hours 3 (includes 15 hours fieldwork)
Credits 3

EDLIT 75600 - Literacy Assessment: Grades 5-12 (KC)

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instruction planning and meeting NYS English Language Arts performance standards.

prereq: 9 credits in the content core
Hours includes 15 hours in the field assessing diverse learners
This Key Course requires a grade of B or better.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12 (KC)

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

prereq: EDLIT 75600
Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students.  

Credits 3

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.  

prereq or coreq: SEDF 70400  
Hours 45 hrs,  
Credits 3 cr

Exit Requirements

1. An overall GPA of 3.0.  
2. A grade of B or better in EDLIT 740 and EDLIT 756.  
3. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.  
4. Maintain a valid and appropriate NYS certification.  
5. Complete the Dignity for All Students Act (DASA) workshop.

Mental Health Counseling - MSEd

The Mental Health Counseling Program (Academic Plan: MENHC-MSED) prepares graduates to work as mental health counselors in hospital, agency and community settings as well as in private practice. This program leads to professional licensure in New York State; professional licensure is required to practice mental health counseling.  

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; the Graduate Record Examination is not required.  
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas.  
3. Evidence of oral and written expression consonant with graduate-level study.  
4. Recommendations from appropriate professional or academic references to aid in determining potential for work as a professional counselor.  
5. Relevant work and/or volunteer experience is highly recommended.

Progress Standards
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

MENHC-MSED

Total Credits

60

**COCO 70000 - Life Stage Development**

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs*
*Credits 3*

**COCO 70100 - Counseling Skills and Interviewing Techniques (KC)**

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs*
*Credits 3*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**COCO 70200 - Theories of Counseling**

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs*
*Credits 3*
**COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education**

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

*Hours 45 hrs  
Credits 3*

**COCO 70600 - Group Counseling (KC)**

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200  
Hours 45 hrs  
Credits 3*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**COCO 70700 - Multicultural Aspects of Counseling**

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

*Hours 45 hrs  
Credits 3*

**COCO 70800 - Measurement and Appraisal**

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

*Hours 45 hrs  
Credits 3*

**COCO 70900 - Research Methods in Counseling**

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

*Hours 45 hrs  
Credits 3*

**COCO 71100 - Supervision and Administration in Counseling**

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.
**COCO 71200 - Career Counseling, Assessment and Placement**

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

*Hours 60 hrs*

*Credits 4*

**COCO 71500 - Family Systems and Counseling Issues**

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

*Hours 45 hrs.*

*Credits 3 cr.*

**COUNM 71800 - Practicum in Mental Health Counseling (KC)**

This course is designed for students to continue building the counseling skills and self-awareness developed in previous counseling program course work. This practicum provides students with a semester-long opportunity to begin gaining actual counseling experience at an agency/school while being supervised by an on-site supervisor. In conjunction with this course seminar and fieldwork hours, students also participate in individual, weekly supervision with a Hunter College instructor (COUNM 71900: Individual Supervision).

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

*prereq: COCO 70600 and COCO 71800*

*Hours 45 hrs*

*Credits 3*

**COUNM 71900 - Advanced Counseling Skills and Contemporary Issues**

This clinical course is designed to improve basic counseling skills and provide training in advanced counseling skills. It also provides the opportunity to apply counseling skills and knowledge to address contemporary issues in mental health counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This course will allow students to apply theoretical knowledge and approaches to interventions, and assess their professional strengths and areas that need improvement. Under the supervision of the instructor, students will receive in-depth training to process their clinical skills and gain additional self-awareness. Students will also expand their conceptualization skills and understanding of appropriate counseling approaches and strategies.

*prereq: COCO 70100 and COCO 70200*
COUNM 72500 - Internship in Mental Health Counseling I (KC)

This course and fieldwork is a continued experience in applying techniques of mental health counseling with selected populations in a variety of settings. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. This course is designed for students to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

COUNM 72600 - Internship in Mental Health Counseling II (KC)

The second part of the mental health counseling internship follows COUNM 72500 Internship in Mental Health Counseling I. This course is designed for students to continue to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
- This course may be repeated only once.

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

prereq or coreq: DSM-IV Workshop
Credits 3
COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

Hours 45
Credits 3

COUNM 72000 - Mental Health Counseling: Program Development and Evaluation

The course focuses on the development and evaluation of mental health programs in culturally/linguistically diverse urban settings from program inception onward including assessment to insure quality services. The course covers federal, state and local governmental inpatient and outpatient mental health treatment services, not-for-profit organizations and community-based mental health service programs.

prereq or coreq: COUNM 71600 and COUNM 71700
Hours 45
Credits 3

Electives (Select One Course)

COCO 71000 - Chemical Dependency: Issues in Counseling

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

Hours 45 hrs
Credits 3

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs
Credits 3

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800
Hours 45
Credits 3
Exit Requirements

1. An overall GPA of 3.0.
2. Must complete all required workshops.

Music Education PreK-12 - MA

The School of Education offers a program (Academic Plan: MUSPK12-MA) to prepare candidates to teach Music PreK - Grade 12 to students of diverse backgrounds, abilities and interests. The Music Education programs are run jointly by the Music Department and by the School of Education.

Track 1: Those who do not have NYS certification in Music.
Track 2: Those who have initial NYS certification in Music.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0.
2. A major in music or music education (with a minimum of 24 credits in music) or the equivalent. Consult with the Department of Music for specifics.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. A 3 credit course in special education that focuses on supporting students with disabilities in the general education classroom. Students without this course may be admitted conditionally and must take SPED 70800 in addition to other degree requirements.
5. Two professional references.
6. A personal statement.
7. An audition and interview.
8. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
9. Program 2 only: NYS certification in Music PreK-12

See http://www.hunter.cuny.edu/music/grad-students/admissions/music-ed for more details on admissions and registering for an audition.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
Course of Study

Academic Plan

MUSPK12-MA

Total Credits

Track 1: 39-46
Track 2: 30

Program 1

For students with no NYS certification

SEDF 70300 - Social Foundations of Adolescent Education

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,*

*Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*Hours 30 hrs, plus 36 hrs fieldwork,*

*Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400*

*Hours 30 hrs, plus 36 hrs fieldwork,*

*Credits 2 cr*

This Key Course requires a grade of B or better to pass.

*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*

*This course may be repeated only once.*
SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 70500
coreq: One of the following must be a Co-req:

SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 774.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC 772.13; SEDC 772.23
Hours 30 hrs, plus lab,
Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

SEDC 71000 - Building the Foundations of Literacy in Adolescent Education

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Hours 45 hrs,
Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

Hours 15 hrs,
Credits 1 cr
MUSED 67700 - Methods of Teaching Instrumental Music in Grades Pre-K-12

Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

prereq or coreq: SEDF 70400
Hours 3 hrs plus 18 hrs of fieldwork
Credits 2 cr

MUSED 67800 - Methods of Teaching Vocal and General Music in Grades Pre-K-12

Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.

prereq: MUSED 67700
prereq or coreq: SEDF 70500
Hours 3 hrs plus 18 hrs fieldwork,
Credits 2 cr

- Take either -

SEDC 75600 - Student Teaching in Music, Pre-K–12 (KC)

Teacher candidates complete 30 days of student teaching at grades Pre-K–6 and 30 days at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: MUSED 67800
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Or -

SEDC 77610 - Practicum in Music, Grades Pre-K–6 (KC)
Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77620.

prereq: MUSED 67800
Hours 30 hrs plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- Plus -

SEDC 77620 - Practicum in Music, Grades 7–12 (KC)

Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77610.

prereq: MUSED 67800
Hours 30 hrs plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Music Courses

MUS 64100 - Strings

Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral and chamber music; thorough review of basic string technique.

Hours 1.5 hrs
Credits 1 cr

MUS 64300 - Woodwinds

Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

Hours 1.5 hrs
Credits 1 cr

MUS 64500 - Brass

Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.
**MUS 64700 - Percussion Skills**

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

*Hours 1.5 hrs  
Credits 1 cr.*

**MUS 64900 - Piano Skills for Music Teachers**

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

**MUS 65100 - Conducting**

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses

*Hours 3 hrs  
Credits 3 cr.*

**MUS 75100 - Advanced Studies in Musicology 1**

Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs  
Credits 3 cr.*

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

*Hours 3 hrs  
Credits 3 cr.*

**MUS 77900 - World Music Education**
Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to pre-K-12 students.

*Hours 3 hrs*
*Credits 3 cr*

- **Music electives:** Courses chosen in consultation with graduate adviser (3 cr)

  * Students who have studied these subjects at the undergraduate level may be exempted from these requirements.

  **Please note that students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test competence in music theory, music history and literature, and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

**Program 2**

For students who have NYS certification in Music PreK-12

**MUSED 67700 - Methods of Teaching Instrumental Music in Grades Pre-K-12**

Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

*prereq or coreq: SEDF 70400*
*Hours 3 hrs plus 18 hrs of fieldwork*
*Credits 2 cr*

**MUSED 67800 - Methods of Teaching Vocal and General Music in Grades Pre-K-12**

Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.

*prereq: MUSED 67700*
*prereq or coreq: SEDF 70500*
*Hours 3 hrs plus 18 hrs fieldwork*
*Credits 2 cr*

- Take either -
**SEDC 77610 - Practicum in Music, Grades Pre-K–6 (KC)**

Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77510 must also take SEDC 77620.

*prereq: MUSED 67800

*Hours 30 hrs plus conferences,

*Credits 2 cr

_This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once._

- Or -

**SEDC 77620 - Practicum in Music, Grades 7–12 (KC)**

Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 77520 must also take SEDC 77610.

*prereq: MUSED 67800

*Hours 30 hrs plus conferences,

*Credits 2 cr

_This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once._

**Music Courses**

**MUS 72400 - Advanced Studies in Music Theory 1**

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses

*Hours 3 hrs

*Credits 3 cr

**MUS 72500 - Advanced Studies in Music Theory 2**

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses

*Hours 3 hrs

*Credits 3 cr

**MUS 75100 - Advanced Studies in Musicology 1**
Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs  
Credits 3 cr.

**MUS 75200 - Advanced Studies in Musicology 2**

Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

Hours 3 hrs  
Credits 3 cr

**MUS 77900 - World Music Education**

Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to pre-K-12 students.

Hours 3 hrs  
Credits 3 cr

**MUS 79200 - Independent Study**

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.  
Hours 2 hrs  
Credits 2 cr  
May be taken 4 times for credit. 8 cr maximum

Take 4 credits from the following, in consultation with the Director of Music Education

- 3 Music Elective Credits

**MUS 64100 - Strings**

Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral and chamber music; thorough review of basic string technique.

Hours 1.5 hrs  
Credits 1 cr

**MUS 64300 - Woodwinds**

Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

Hours 1.5 hrs  
Credits 1 cr
MUS 64500 - Brass

Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

*Hours 1.5 hrs
*Credits 1 cr

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

*Hours 1.5 hrs
*Credits 1 cr

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

MUS 68100 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 1 hr
*Credits 1 cr

MUS 68200 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 1 hr
*Credits 1 cr

MUS 68300 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 1 hr
*Credits 1 cr
MUS 68400 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 1 hr*
*Credits 1 cr*

MUS 71000 - Hunter Symphony

Rehearsal and performance of orchestral works.

*prereq: audition and perm instr.*
*Hours 2 hrs*
*Credits 1 cr*
*May be taken four times for credit.*

MUS 71100 - Hunter College Choir

Rehearsal and public performance of major choral Works.

*Hours 2 hrs*
*Credits 1 cr*
*May be taken four times for credit.*

MUS 71300 - Chamber Music

Rehearsal and public performance of instrumental chamber works.

*Hours 2 hrs*
*Credits 1 cr*
*May be taken four times for credit.*

MUS 71400 - Collegium Musicum

Study and public performance of chamber chorus works from the medieval, Renaissance, and Baroque periods.

*prereq: audition and perm instr.*
*Hours 2 hrs*
*Credits 1 cr*
*May be taken four times for credit.*

MUS 71500 - Jazz Ensemble

Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz and musical comedy. One public performance per semester.

*Hours 2 hrs*
*Credits 1 cr*
*May be taken four times for credit.*
MUS 71600 - Jazz Vocal Workshop Ensemble

Open to all vocalists and rhythm section instrumentalists by audition. Jazz performance and improvisation. One public performance per semester.

_Hours 2 hrs
_Credits 1 cr
_May be taken four times for credit._

Exit Requirements

1. An overall GPA of 3.0
2. Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
3. A project involving research is required of each student in the teacher education program. On completion of the courses of study and after approval of the project by the Graduate Faculty Committee, a candidate will be examined orally on the topic of the project and related issues. Students may register for independent study (MUS 79100 or MUS 79200) if they wish to receive credit toward the MA degree for work done in fulfilling the TEP Project.
4. Complete the Dignity for All Students Act (DASA) workshop.

Professional Certification in Special Education (Advanced Preparation) - MSEd

Program Coordinator

_Kate Garnett (Track 1: Learning Disabilities)_
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920 West
kgarnett@hunter.cuny.edu

_Tom McIntyre (Track 2: Behavior Disorders)_
914 West Building
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thomas.mcintyre@hunter.cuny.edu

_Bonnie Keilty (Track 3: Early Childhood Special Education)_
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This master's degree program (Academic Plan: SEAPR-MSED) is designed to provide advanced training to certified special education teachers who need graduate work leading to a master's degree for professional certification in special education. It is also designed for those with special education certification who are seeking to further their knowledge/skills and gain an additional age-level certificate (birth to grade 2 or grades 1-6).

This program offers three tracks:

- Learning Disabilities (SEAPRLD): Those seeking professional certification in Students with Disabilities Grades 1-6 with a concentration in Learning Disabilities.
• Behavior Disorders (SEAPRBD): Those seeking professional certification in Students with Disabilities Grades 1-6 with a concentration in Behavior Disorders.
• Early Childhood Special Education (SEAPRECSE): Those seeking professional certification in Students with Disabilities Birth to Grade 2.

Admission Requirements

1. NYS initial or professional certification in students with disabilities grades 1-6 or birth to grade 2 or NYS permanent certification in special education, K-12.
2. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or a master's degree in special education (any age-level) with a GPA of at least 3.5.
3. Two professional references.
4. A personal statement.
5. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teacher or school administrators and hold a graduate degree.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

SEAPR-MSED

Subplans

• LD Track: SEAPRLD
• BD Track: SEAPRBD
• ECSE Track: SEAPRECSE

Total Credits

30

Track 1 - Learning Disabilities
SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (KC)

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab
Credits 2

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (KC)
Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use. Advanced students must complete individually-tailored assignments.

*Hours 15 hrs seminar, plus 20 hrs lab*  
*Credits 2*  

_This Key Course requires a grade of B or better to pass._  
:Any student who receives a grade of F or WU in this class will not be permitted to continue in the program._  
_This course may be repeated only once._

**SPED 70151 - Advanced Preparation in Educational Assessment**

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

*Hours 45*  
*Credits 3*  

**SPED 70751 - Advanced Seminar in Special Education Practice**

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

*Hours 45*  
*Credits 3*  

**Plus**

14 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly in mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

**Track 2 - Behavior Disorders**

**SPED 75051 - The Study of Behavior Disorders (KC)**
Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs. Advanced students must complete individually-tailored assignments.

**Hours 45**
**Credits 3**

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders (KC)**

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students. Advanced students must complete individually-tailored assignments.

**Hours 45**
**Credits 3**

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1 (KC)**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Advanced students must complete individually-tailored assignments.

**Hours 45**
**Credits 3**

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.*

**SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2 (KC)**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. Advanced students must complete individually-tailored assignments.
SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Track 3 - Early Childhood Special Education

SPDE 77151 - Autism Spectrum Disorder: Characteristics and Implications for Intervention

This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field
experience are required.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

SPDE 77251 - Positive Behavior Support (PBS) and Its Applications to Young Children with Special Needs

The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45
Credits 3

SPDE 77951 - Practicum in Early Childhood Special Education (KC)

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq: By permission
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPDE 77051 - Individualized Planning, Implementation and Progress Monitoring in Early Childhood (Birth through PreK) Environments and Curricula (KC)

Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods.
prereq: By permission
Hours 3 hrs
Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication. Advanced students must complete individually-tailored assignments.

Hours includes 15 hrs of field experience
Credits 3

- Or -

SPED 72350 - Math for Students with Disabilities (Non-LD Specialization)

Principles, methods, and specially designed mathematics instruction for students with disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

SPED 72450 - Writing for Students with Disabilities (for those not in LD Specialization), Methods 3

In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.

prereq: SPED 70000 or SPED 70050
Hours 2 hrs
Credits 2 cr

SPED 78100 - Reading for Students with Learning Disabilities Grades 1-6, Methods 1 (KC)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on developing literacy, including early reading (conventions of print, phonemic
awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

prereq: SPED 70000 or 70050
Hours 3 hrs: includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Plus

11-12 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Exit Requirements

1. An overall GPA of 3.0.
2. Maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity:
   A comprehensive research-based oral presentation on a current special education issue
   and either an original written research proposal
   or a written proposal for competitive grant funding.
4. Complete the Dignity for All Students Act (DASA) workshop.

School Counseling - MSEd

The School Counseling Program (Academic Plan: GSC-MSED) prepares graduates for careers in a variety of school settings, including elementary schools, middle schools, high schools and colleges. School counselors can also be employed by organizations that are not primarily educational, such as correctional facilities, hospitals, and a wide variety of community-based organizations. Students in this program may apply individually for the NYS provisional certification in School Counseling at the completion of 30 credits and a school based practicum experience. Recommendation for permanent certification is made after graduation. School counseling students fluent in Spanish and English have the option of obtaining NYS certification in Bilingual Education Extension for Pupil Personnel Services in addition to the School Counselor certification.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas
3. Evidence of oral and written expression consonant with graduate-level study.
4. Recommendations from appropriate professional or academic references to aid in determining potential for work as a professional counselor.

5. Meeting these minimum requirements does not guarantee acceptance to the program. Admission to the program is highly competitive, and each applicant's grade point average, counselor potential, and applicability of work and life experience are carefully considered.

6. Relevant work and/or volunteer experience is highly recommended.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.

3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

GSC-MSED

Total Credits

60

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs
Credits 3

COCO 70100 - Counseling Skills and Interviewing Techniques (KC)

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

Hours 45 hrs  
Credits 3

COCO 70300 - Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education

Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

Hours 45 hrs  
Credits 3

COCO 70600 - Group Counseling (KC)

Theory and principles of group counseling. Developing group-counseling skills through practice.

Prereq: COCO 70100 and COCO 70200  
Hours 45 hrs  
Credits 3

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

COCO 70700 - Multicultural Aspects of Counseling

Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

Hours 45 hrs  
Credits 3

COCO 70800 - Measurement and Appraisal

Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

Hours 45 hrs  
Credits 3

COCO 70900 - Research Methods in Counseling

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

Hours 45 hrs  
Credits 3
COCO 71100 - Supervision and Administration in Counseling

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

prereq: COCO 70600 and COCO 71800
Hours 45 hrs
Credits 3

COCO 71300 - Career Counseling and College Readiness

This course offers a comprehensive introduction to the career readiness and college access counseling role of the school counselor working within the K-12 school setting. By utilizing a multicultural and social justice framework the course will explore career readiness and college access from a holistic and lifespan developmental perspective. In view of the CACREP standards this course will explore and appropriately address the American School Counselor Association (ASCA) national domains in academic, career and the personal needs of K-12 students from Kindergarten through high school as it relates to their career exploration and college access.

coreq: COCO 725/726
Hours 4.0
Credits 4.0

COCO 71500 - Family Systems and Counseling Issues

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

Hours 45 hrs.
Credits 3 cr.

COUNS 71800 - Practicum in Counseling (KC)

This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor.

prereq: COCO 70100; COCO 70200
prereq or coreq: COCO 700; COUNS 719; COUNS 717
Hours 100
Credits 3 credits
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 71900 - Advanced Counseling Skills and Contemporary Issues

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

prereq: COCO 70100 and COCO 70200
coreq: COUNS 71800
prereq or coreq: COUNS 71700

Hours 3 hrs.
Credits 3 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 72500 - Internship in Counseling I (KC)

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with effectiveness as a counselor while working with students in a K-12 school setting. Specifically, students will complete 300 fieldwork hours under the supervision of a certified school counselor while simultaneously taking a group supervision course at Hunter College taught by a Hunter faculty member.

prereq: COCO 71800 and COCO 71900
prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100
Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 72600 - Internship in Counseling II (KC)

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with their effectiveness as a counselor. Students will continue developing school counseling skills, including data analysis and action plans, responsive services, and consultation with school personnel.

prereq: COCO 72500

Hours 4 hrs.
Credits 4 cr.
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45
Credits 3

COUNS 72000 - Culminating Seminar in School Counseling

With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review.
COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800
Hours 45
Credits 3

COUNS 72200 - Consultation and Collaboration with School, Family, and Community

This course provides school counselors with the knowledge and skills to create a supportive school climate that includes collaborative work with school personnel, family, and community to cultivate an inclusive, nurturing, and physically safe learning environment for school stakeholders, including students, staff, families, and community. Specifically, counselors will gain the knowledge and skills to be school leaders and engage in consultation, collaborative problem solving, and systems-level interventions in school settings. Theories, models and processes of consultation and change with administrators, teachers, parents, community and mental health agencies, and students will be addressed. Consultation within a cross-cultural and ethical framework will be emphasized with particular focus on students with behavioral and learning issues. The majority of this course will be devoted to learning about and developing skills and strategies required to conduct collaborative consultation services. The course format and assignments include lecture, applied case work, group work, student presentations and class discussion.

prereq or coreq: COUNS 72500
Hours 3 hrs.
Credits 3 cr.

Optional: Bilingual (Spanish/English) Extension In Pupil Personnel Services

6 additional credits

Students in the School Counselor Program at Hunter College may obtain a Bilingual (Spanish/English) Extension in Pupil Personnel Services. Students who elect to take this option will be evaluated for written and oral proficiency in both Spanish and English. Students who are determined to be bilingually proficient will take the following two courses in addition to the Counseling Programs Sequence of Courses:

BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.
Hours includes 5 hrs of fieldwork
Credits 3 cr

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

*prereq or coreq: BILED 70100*

Hours includes 5 hrs of fieldwork
Credits 3 cr

**Exit Requirements**

1. An overall GPA of 3.0.
2. Complete the Dignity for All Students Act (DASA) workshop.

**Special Education - MSEd**

**Department Office:** 909 West Building; (212) 772-4700

**Secretary Jean Leung:** 909 West Building; (212) 772-4700; fax (212) 650-3542; jleung@hunter.cuny.edu

**Acting Chairperson Tim Lackaye:** 920 West Building; (212) 772-4777; tlackaye@hunter.cuny.edu

**Advisers:**

**Learning Disabilities**

- **Kate Garnett:** 910 West Building (212) 772-4700; kgarnett@hunter.cuny.edu
- **David Connor:** 917 West Building (212) 772-4746; dconnor@hunter.cuny.edu
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**Behavior Disorders**

- **Tom McIntyre:** 914 West Building; (212) 772-4706; thomas.mcintyre@hunter.cuny.edu

**Severe/Multiple Disabilities (including Deafblindness)**

- **Rosanne K. Silberman:** 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
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**Early Childhood Special Education**

- **Jamie Bleiweiss:** 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu
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**Deaf and Hard-of-Hearing**

- **Elaine Gale:** 918 West Building; (212) 772-4702; egale@hunter.cuny.edu

**Blind and Visually Impaired**
Hunter's graduate programs in special education prepare teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special school, special classes, resource rooms, pre-schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter have been nationally recognized by the Council for Exceptional Children.

Completion of any one of Hunter's for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are:

- childhood special education: learning disabilities
- childhood special education: behavior disorders
- childhood special education with an annotation in severe/multiple disabilities (including deafblindness)
- early childhood special education
- early childhood with an annotation in severe/multiple disabilities (including deafblindness)
- deaf and hard-of-hearing
- blind and visually impaired

Students who enter the programs with no previous certification and subsequently complete the master's degree will meet the education requirements for New York State initial and professional certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial certification in grades 1-6 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood certification enter the program 2 track.

Similarly, students who enter the early childhood special education program with initial certification in early childhood Birth to Grade 2 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in early childhood education as well as for professional certification in early childhood special education Birth to Grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The early childhood master's programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood special education programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood special education program, which encompasses grades 1-6.

The programs (with the exception of early childhood special education) are organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a range of education settings; specializations provide in-depth preparation for working with students within a particular disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter's programs is their linking of theory to effective instruction.

**Special Education: Severe and Multiple Disabilities Annotation Extension - Advanced Certificate**
This post-master's, advanced certificate program (Academic Plan: SPEDSMD-AC) is designed to prepare NYS certified teachers to serve as teachers of students with severe and multiple disabilities, including those with deafblindness, in educational programs from birth to grade 12. Graduates of this program will be eligible for NYS annotation extension certification in Severe and Multiple Disabilities.

**Admission Requirements**

1. A master's degree in Special Education with a GPA of at least 3.5 in the degree that led to certification.
2. Initial, professional or permanent New York State certification in:
   - Early Childhood Special Education, Birth – Grade 2;
   - Students with Disabilities, Grades 1 – 6;
   - Students with Disabilities, Grades 7 - 12;
   - Blind and Visually Impaired;
   - Deaf and Hard of Hearing; or
   - Teacher of Students with Speech and Language Disabilities PreK-12.
3. A personal statement that will be reviewed by a member of the department.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

**Course of Study - 19 cr.**

**Academic Plan: SPEDSMD-AC**

**SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities (KC)**

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.
prereq or coreq: SPED 70000  
Hours 45 hrs,  
Credits 3 cr.

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (KC)**

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

prereq or coreq: SPED 70000, SPED 79000  
Hours Includes 15 hrs of field experience  
Credits 3 cr

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness**

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

prereq or coreq: SPED 70000 or SPEDE 76800  
Hours Includes 15 hrs of field experience  
Credits 3 cr

**SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities**

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

prereq: SPED 70000  
Hours includes 10 hrs of field experience, 30 hrs  
Credits 2 cr

**SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**
Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

**prereq or coreq:** SPED 70000 and SPED 79000 or SPED 74100
**Hours** (includes 10 hours of field experience),
**Credits** 3 cr

**SPED 74600 - Educational Implications of Learners Who Are Deafblind**

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

**prereq:** SPED 70000, SPED 79000 or SPED 74100
**Hours** Includes 10 hrs of field experience
**Credits** 3

**SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3 (KC)**

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

**prereq or coreq:** SPED 79000, 79100
**Hours** 30 hrs seminar, plus conferences, plus 20 days of student teaching,
**Credits** 2 cr

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6 (KC)**

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

**prereq or coreq:** SPED 79000, 79100
**Hours** 30 hrs seminar, plus 20 days of student teaching,
**Credits** 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

Exit Requirements

1. An overall GPA of 3.0.
2. A grade of at least B in classes based upon fieldwork/clinical teaching.
3. Completion of the Dignity for All Students Act (DASA) workshop.
4. A valid and appropriate NYS certification.

TESOL Adult Track - MA

The TESOL Adult Track (Academic Plan: TESOL-MA | Subplan TESOLADUNC) prepares students to teach adults in college, continuing education, literacy, business, private, and other community, academic and professional programs in the United States or abroad. It does not prepare teachers for New York State certification to teach in the public schools.

Links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter.

Admission Requirements

1. Bachelor's degree with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. 12 credits in foreign language documented on a transcript or equivalent credits on a standardized proficiency test such as the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language.
3. Two letters of recommendation.
4. A personal statement.
5. Satisfactory communication skills. (An oral interview and on-site writing sample may be required to provide additional evidence of communication skills).

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.
Course of Study

Academic Plan

TESOL-MA

Subplan

TESOLADUNC

Total Credits

34

EDESL 78200 - TESOL Methods for Adult Education (KC)

A treatment of effective TESOL practices, classroom management, and learning environments appropriate to the adult classroom. Twenty-five hours of field experience/observation is a part of this course.

*Hours 45 hrs
*Credits 3 cr

Required of students in the Adult Program and an elective for students in the Pre- K–12 Programs One and Two who have been waived from a required course.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

LING 70300 - Analysis and Structure of English I

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 15 hours of field experience.

*prereq or coreq: EDESL 78300
*Hours 3 hrs
*Credits 3 cr

LING 70400 - Analysis and Structure of English 2

The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 10 hours of field experience.

*prereq: EDESL 78300, LING 70300
*Hours 3 hrs
*Credits 3 cr
EDESL 78100 - Curriculum and Materials in Adult TESOL (KC)

Overview of the various curriculum and materials options for learning ESL/EFL (listening and an oral comprehension, speaking and conversation, reading and vocabulary building, writing and composing, textbook series for children and adults, dictionaries, computer-assisted learning materials, video programs and others). Attention is given to classroom management tasks, setting up and exploiting various learning environments, and general literacy concerns.

prereq or coreq: EDESL 78200
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 77500 - Socio-Cultural Aspects of Language

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

Hours 3 hrs
Credits 3 cr

LING 77300 - Instructed Second Language Acquisition (KC)

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

prereq or coreq: EDESL 78300; LING 70300
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 74100 - Teaching ESL Oral Skills

This course will begin by addressing theory and practice of both the acquisition and teaching of oral and listening skills in adult ESL. It will then focus on how oral and listening skills can be taught to adults from diverse cultural and linguistic backgrounds, addressing cognitive, emotional, social, and personal differences among students.

prereq: EDESL 70200, EDESL 70300
Hours 3 hrs
Credits 3 cr

EDESL 74200 - Teaching ESL Reading and Writing
The course will cover theories of reading and writing, as well as focus on the teaching methods and practices that grow out of them. The primary focus of the course will be the process of learning about how L2 literacy skills are acquired.

**prereq:** EDESL 70200, EDESL 70300  
*Hours 3 hrs*  
*Credits 3 cr*

**EDESL 74300 - Language Assessment for Adult ESL Classrooms**

This course introduces students to relevant theory and current practice in the area of language assessment and integrates the two in order to provide students with both conceptual understanding and practical experience with language assessment. The course will examine key concepts and current debates, including validity, reliability and the ethics of high-stakes testing.

**prereq:** EDESL 702 and EDESL 703  
*Hours 3 hrs*  
*Credits 3 cr*

**EDESL 79800 - Student Teaching in Academic ESL**

*Hours 60 hrs fieldwork*  
*Credits 2 cr*

**EDESL 79900 - Adult Fieldwork / Practicum (KC)**

*Hours 60 hrs fieldwork*  
*Credits 2 cr*

*This Key Course requires a grade of B or better to pass.*  
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*  
*This course may be repeated only once.*

Three credits of electives from the list below:

**EDESL 70100 - Selected Topics in TESOL**

**EDESL 701-704 Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

**prereq:** permission of TESOL adviser  
*Credits 1 cr*

**EDESL 70200 - Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based
instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12
Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 2 cr

EDESL 70300 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a
rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based
instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12
Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 3 cr

EDESL 70400 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a
rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based
instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12
Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 4 cr

EDESL 78000 - Seminar in Educational Research (Master's Essay)

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of
relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually
with the adviser, are exempt from taking the comprehensive examination. This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

prereq: completion of 24 credits and permission of TESOL adviser
Credits 3 cr (year-long)
Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter
grade upon satisfactory completion of all course requirements.

Exit Requirements

1. An overall GPA of 3.0.
2. Electronic Portfolio Evaluation.

TESOL Pre-K-12: NYS Certification - Advanced Certificate

The TESOL post-masters, advanced certificate programs are designed to educate people who wish to teach students for
whom English is a second or foreign language – either children or adolescents. The skill of teaching English to
speakers of other languages is acquired through studying specialized methods and techniques that differ from those used by teachers of English to native speakers. This preparation is the focus of the programs in TESOL which also lead to certification in ESOL PreK-12.

- Program 1 (Academic Plan: TESOL-AC) is for those with a master's or doctoral degree in TESOL, Linguistics or Applied Linguistics with no prior NYS certification.
- Program 2 (Academic Plan: TESFESL-AC) is for those with a master's degree and prior NYS certification.

**Admission Requirements**

**Program 1: For applicants who do not hold NYS certification**

1. A master's degree or doctoral degree from an accredited institution in TESOL, Linguistics, or Applied Linguistics, including specific coursework (of at least 3 credits each) in TESOL Methodology, Introduction to Linguistics, Analysis and Structure of English, Theories of Second Language Acquisition, and Sociolinguistics or Pragmatics. Any applicant lacking up to 8 credits of these pre-requisite content courses or fieldwork hours may be accepted into the program on the condition that they complete these credits before they begin their Student Teaching or Practicum requirement in the program.
2. Undergraduate GPA of at least 3.0 from an accredited bachelor's degree program; or a graduate GPA of at least 3.5 from an accredited master's or doctoral degree program in TESOL, Applied Linguistics, or Linguistics.
3. A liberal arts or sciences major of at least 30 credits.
4. A general education core in liberal arts and sciences to include: 12 credits of foreign language documented on a transcript or equivalent credits as demonstrated through a standardized proficiency test like the College Level Examination Program (CLEP); 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography); 3 credits in the arts; and 12 credits in math, science and technology (a college course in calculus satisfies 6 credits of this requirement).
5. An on-site oral interview and an on-site writing sample may be required.
6. Two professional references.
7. A personal statement, explaining why the applicant is interested in obtaining PreK-12 certification in TESOL.
8. Submission of scores on the Graduate Record Examination, except applicants who are certified teacher or school administrators and hold a graduate degree.

**Program 2: For students with prior NYS certification**

1. A master's degree from an accredited institution with a GPA of at least 3.0
2. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 12 credits in a language other than English at the college level, 6 credits in social studies (with at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references.
4. A personal statement.
5. An on-site oral interview and an on-site writing sample may be required.
6. NYS initial certification in one of the following areas: early childhood, childhood, middle childhood, or adolescent education; special subjects; students with disabilities; or literacy.

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.

4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans:
(Program 1) TESOL-AC
(Program 2) TESFESL-AC

Program 1 - (15-27 cr.)

For students who do not hold NYS certification

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

**CEDF 71300 - Child and Adolescent Development**

This course will provide a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and their potential impact on student behavior and learning in the classroom.

*Hours 3 hrs
Credits 3 cr*

**EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)**

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

*Hours 3
Credits 3
Required for students in Program Two and Program Three (Adult Program).*
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)**

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.
This course requires 30 hours of field experiences.

*prereq: LING 70300, EDESL 78300 or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr*

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

**EDESL 79200 - Second Language Literacy and Technology**

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

*prereq: LING 70300; LING 77300; EDESL 78300
Hours 3 hrs
Credits 3 cr*

Required of students in both Pre- K–12 Programs One and Two; elective for students in the Adult Program.

**EDESL 79100 - Language Assessment in TESOL**

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

*prereq: LING 70300, EDESL 78300
prereq or coreq: LING 77300, LING 70400
Hours 45 hrs,
Credits 3 cr*

**SPED 70800 - Teaching Students with Special Needs in Inclusive Settings**

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.
Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

**EDESL 75200 - Supervised Teaching 1 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.

*prereq: Completion of 24 credits or permission of TESOL adviser*

*Hours 3 hrs*

*Credits 3 cr*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**EDESL 75300 - Supervised Teaching 2 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

*prereq: EDESL 75200*

*Hours 3 hrs*

*Credits 3 cr*

*This Key Course requires a grade of B or better to pass.*
*Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.*
*This course may be repeated only once.*

**Program 2 - (18 cr.)**

For students with who hold NYS certification

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*

*Credits 3 cr*
EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

Hours 3
Credits 3
Required for students in Program Two and Program Three (Adult Program).

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills. This course requires 30 hours of field experiences.

prereq: LING 70300, EDESL 78300 or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 75300 - Supervised Teaching 2 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

prereq: EDESL 75200
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

LING 77300 - Instructed Second Language Acquisition (KC)

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.
This course requires 15 hours of field experience.

prereq or coreq: EDESL 78300; LING 70300
Hours 3 hrs
Credits 3 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

LING 70300 - Analysis and Structure of English I

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 15 hours of field experience.

prereq or coreq: EDESL 78300
Hours 3 hrs
Credits 3 cr

Exit Requirements

1. An overall GPA of 3.0.
2. Program 2 students must maintain a valid and appropriate NYS certification.
3. A passing score on the e-portfolio requirement.
4. A grade of at least a B in fieldwork/clinical teaching classes.
5. Complete the Dignity for All Students Act (DASA) workshop.

TESOL PreK-12 - MA

Program Coordinator

Tim Farnsworth
1013 West Building
(212) 650-3376
tfarnswo@hunter.cuny.edu

The TESOL PreK-12 program (Academic Plan: TESOL-MA) is designed to educate people who wish to teach students for whom English is a second or foreign language in a school setting. The skill of teaching English to speakers of other languages is acquired through studying specialized methods and techniques that differ from those used by teachers of English to native speakers. This preparation is the focus of the programs in TESOL.

In these programs, links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter. All fieldwork experience must be done in New York City public schools.

TESOL-MA has two tracks (or subplans). Track 1 (Subplan: TESOLLNYSC) is for applicants with no prior NYS certificate. Track 2 (Subplan: TESOLANYSC) is for applicants who have prior NYS certificate.
Admission Requirements

Track 1

Applicants who do not hold NYS Certification

1. Bachelor's degree with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. A general education core in liberal arts and sciences to include: 12 credits in foreign language documented on a transcript or equivalent credits on a standardized proficiency test such as the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language; 9 credits in communication and English with at least one course in written analysis and expression and once course in English literature; 9 credits in science and mathematics, with at least one course in math one course in science (a college course in calculus satisfies 6 credits of this requirement); 6 credits in social studies (to include at least one course in history or geography); 3 credits in the arts; 3 credits in information retrieval (library studies, research, computer literacy or educational technology).
4. Satisfactory communication skills. (An oral interview and on-site writing sample may be required to provide additional evidence of communication skills, depending on the applicant's academic record and language proficiency as reflected in the application).
5. Two letters of recommendation.
6. A personal statement.

Track 2

Applicants who hold NYS Certification

1. Bachelor's degree with a GPA of at least 3.0 or a master's degree with a GPA of at least 3.5.
2. 12 credits in foreign language documented on a transcript or equivalent credits on a standardized proficiency test such as the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language.
3. NYS teacher certification in subject areas other than TESOL (specifically early childhood, childhood, middle childhood, or adolescent education; special subjects; students with disabilities; or literacy).
4. Satisfactory communication skills. (An oral interview and on-site writing sample may be required to provide additional evidence of communication skills, depending on the applicant's academic record and language proficiency as reflected in the application).
5. Two letters of recommendation.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
Students who receive a grade of F or WU in key program courses may not continue in the program.

Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

TESOL-MA

Subplans

- Track 1: TESOLLNYSC
- Track 2: TESOLANYSC

Total Credits

- TESOLLNYSC: 30-42 (Note: Students may be exempted for up to nine credits (12 credits for those completing EDESL 780))
- TESOLANYSC: 30-36 (Note: Students may be exempted up to three credits (6 credits for those completing EDESL 780))

Courses for Track 1

Track 1 (Subplan: TESOLLNYSC)

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*
*Credits 3 cr*

**CEDF 713 - CEDF 71300 - Child and Adolescence Development**

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

*Hours 3 hrs*
*Credits 3 cr*

**EDESL 77500 - Socio-Cultural Aspects of Language**

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.
EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

Hours 3
Credits 3
Required for students in Program Two and Program Three (Adult Program).

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills. This course requires 30 hours of field experiences.

prereq: LING 70300, EDESL 78300 or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL 79100 - Language Assessment in TESOL

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

prereq: LING 70300, EDESL 78300
prereq or coreq: LING 77300, LING 70400
Hours 45 hrs,
Credits 3 cr

EDESL 79200 - Second Language Literacy and Technology

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.
prereq: LING 70300; LING 77300; EDESL 78300
Hours 3 hrs
Credits 3 cr
Required of students in both Pre- K–12 Programs One and Two; elective for students in the Adult Program.

LING 70300 - Analysis and Structure of English I

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 15 hours of field experience.

prereq or coreq: EDESL 78300
Hours 3 hrs
Credits 3 cr

LING 70400 - Analysis and Structure of English 2

The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 10 hours of field experience.

prereq: EDESL 78300, LING 70300
Hours 3 hrs
Credits 3 cr

LING 77300 - Instructed Second Language Acquisition (KC)

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

prereq or coreq: EDESL 78300; LING 70300
Hours 3 hrs
Credits 3 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational
theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308
prereq: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70700 or CEDC 70400 or CEDC 70100
prereq or coreq: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900
Hours 45
Credits 3

- Plus -

EDESL 75200 - Supervised Teaching 1 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.

prereq: Completion of 24 credits or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And -

EDESL 75300 - Supervised Teaching 2 (KC)

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

prereq: EDESL 75200
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And one of the following -

EDESL 78000 - Seminar in Educational Research (Master's Essay)
A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination. This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

prereq: completion of 24 credits and permission of TESOL adviser
Credits 3 cr (year-long)
Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter grade upon satisfactory completion of all course requirements.

or Electronic Portfolio Evaluation

Courses for Track 2

Track 2 (Subplan: TESOLANYSC)

BILED 70100 - Foundations of Bilingual Education

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

Hours includes 5 hrs of fieldwork
Credits 3 cr

EDESL 77500 - Socio-Cultural Aspects of Language

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

Hours 3 hrs
Credits 3 cr

EDESL 78300 - Methods in Teaching English as Second Language- PK-12 (KC)

PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience.

Hours 3
Credits 3
Required for students in Program Two and Program Three (Adult Program).

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.
EDESL 78700 - K-12 ESL Curriculum and Materials across the Content Areas (KC)

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.
This course requires 30 hours of field experiences.

prereq: LING 70300, EDESL 78300 or permission of TESOL adviser
Hours 3 hrs
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

EDESL 79100 - Language Assessment in TESOL

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.

prereq: LING 70300, EDESL 78300
prereq or coreq: LING 77300, LING 70400
Hours 45 hrs,
Credits 3 cr

EDESL 79200 - Second Language Literacy and Technology

This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

prereq: LING 70300; LING 77300; EDESL 78300
Hours 3 hrs
Credits 3 cr

Required of students in both Pre- K–12 Programs One and Two; elective for students in the Adult Program.

LING 70300 - Analysis and Structure of English I

The first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL.
Requires 15 hours of field experience.

prereq or coreq: EDESL 78300
Hours 3 hrs
Credits 3 cr

LING 70400 - Analysis and Structure of English 2
The second course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 10 hours of field experience.

**prereq:** EDESL 78300, LING 70300

**Hours** 3 hrs

**Credits** 3 cr

**LING 77300 - Instructed Second Language Acquisition (KC)**

This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research.

This course requires 15 hours of field experience.

**prereq or coreq:** EDESL 78300; LING 70300

**Hours** 3 hrs

**Credits** 3 cr

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

- Plus -

**EDESL 75200 - Supervised Teaching 1 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 1 focuses on the development of core lesson planning, teaching, and assessment skills in ESL instruction. Required of all pre-K-12 program students.

**prereq:** Completion of 24 credits or permission of TESOL adviser

**Hours** 3 hrs

**Credits** 3 cr

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.

This course may be repeated only once.

- And -

**EDESL 75300 - Supervised Teaching 2 (KC)**

One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students.

**prereq:** EDESL 75200
*Hours 3 hrs
*Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

- And one of the following -

**EDESL 78000 - Seminar in Educational Research (Master's Essay)**

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination.
This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

*prereq: completion of 24 credits and permission of TESOL adviser

*Credits 3 cr (year-long)

Students who satisfactorily complete the first semester would earn a grade of Y, which would be changed to a letter grade upon satisfactory completion of all course requirements.

or Electronic Portfolio Evaluation

**Note(s)**

Students may be exempted from up to six credits if they have taken equivalent course work elsewhere. Taking EDESL 780 MA Essay adds 3 credits to total credits in degree.

*Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.

**Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.

**Exit Requirements**

1. An overall GPA of 3.0.
2. Track 2 students only: Must maintain a valid and appropriate NYS certification.
3. Demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students.
4. Electronic Portfolio Evaluation or successful completion of a master's essay (EDESL 78000).
5. Complete the Dignity for All Students Act (DASA) workshop.

**Visual Arts Education - MA**
The School of Education offers two master's degree programs for NYS certification for visual arts teachers. These programs focus on practical approaches to the teaching of visual arts education, while also providing graduate coursework in the foundations of education and in general education curriculum and content in grades PreK-12. Both programs leads to NYS certification in Visual Arts PreK-12.

Program 1 (Academic Plan: VSARTED-MA) is for those with no prior NYS certification.

Program 2 (Academic Plan: VAEDPC-MA) is for those with prior NYS certification.

Admissions Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.5 and a major in visual arts. For applicants with an MFA or other graduate degree, a GPA of at least 3.5.
2. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
3. 9 credits of art history
4. 24 credits in studio art
5. Two professional references.
6. A personal statement.
7. A digital portfolio of 20 examples of artistic works is submitted as part of the application
8. An interview by faculty for qualified applicants.
9. Submission of official score report on the Graduate Record Examination (GRE), except applicants who are certified teachers or school administrators and hold a graduate degree.
10. **Program 2 Applicants Only:** NYS teaching certificate.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
   - Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plans

- **Program 1:** VSARTED-MA
- **Program 2:** VAEDPC-MA

Total Credits
Program 1

Program 1 (Academic Plan: VSARTED-MA)

For students with no prior NYS certification

**ARTH 62100 - Modern Art I**

Origins and history of modern art in 19th century.

*Hours 45  
Credits 3*

**ARTH 73400 - Theory and Criticism of Art**

Readings in the history of art history and/or critical theory as a background and methodology for current problems in the discipline and in contemporary art criticism.

**ARTH 78000 - Special Topics in Art**

Graduate seminars on specific topics established by individual faculty. Topics in recent years have included Greek Vase Painting, Medieval Art and Thing Theory, Love and Death in Italian Renaissance Art, Mapping Mexico City, Networks of Power in the Ottoman Empire, International Rococo, Manet, Contemporary African Art.

**ARTCR 75100 - Special Topics in Studio Art**

Special projects in art according to the specialty or area of research of the professor, and in timely response to current trends.

*Hours 3.5 hrs  
Credits 3 cr.*

**CEDF 71200 - Child and Adolescent Development**

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

*Hours includes 5 hrs of field work  
Credits 4*

**SEDC 71000 - Building the Foundations of Literacy in Adolescent Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.
**SEDC 72000 - Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*Hours 45 hrs,  
Credits 3 cr*

**SEDF 70300 - Social Foundations of Adolescent Education**

Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

*Hours 45 hrs,  
Credits 1 cr*

**SEDF 70500 - Educational Psychology: Applications to Adolescent Education (KC)**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

*prereq: SEDF 70400  
Hours 30 hrs, plus 36 hrs fieldwork,  
Credits 2 cr*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq: SEDF 70500  
coreq: One of the following must be a Co-req:  
SEDC 724; SEDC 754.01; SEDC 774.11; SEDC 774.21; SEDC 774.02; SEDC 774.12; SEDC 774.22; SEDC 754.04; SEDC 774.14; SEDC 774.24; SEDC 721; SEDC 751; SEDC 771.1; SEDC 771.2; SEDC 722; SEDC 752.01; SEDC 772.11; SEDC 772.21; SEDC 752.02; SEDC 772.12; SEDC 772.22; LATED 713; LATED 731; LATED 741.1; LATED 741.2; SEDC 723; SEDC 753; SEDC 773.1; SEDC 773.2; MUSED 678; SEDC 756; SEDC 766.1; SEDC 776.2; SEDC 754.03; SEDC 774.13; SEDC 774.23; SEDC 725; SEDC 755; SEDC 775.1; SEDC 775.2; SEDC 752.03; SEDC
SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus -- though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on "collaborative education" to serve students with disabilities.

Cross-listed SPED 308

 prerequisites: SEDC 71000 or EDESL 78300 or CEDC 70000 or CEDC 70400 or CEDC 71000

 prerequisites or corequisites: SEDC 71300 or SEDC 71100 or SEDC 71500 or CHND 71200 or SEDC 71200 or SEDC 72500 or LATED 71200 or DANED 76000 or MUSED 67700 or ARTED 71000 or SEDC 71900 or SEDC 72900

 Hours 45

 Credits 3

ARTED 71000 - Methods for Childhood Art Education - Grades PreK-6 (KC)

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for children from Pre-K to grade 6. It emphasizes children's aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades PreK-6.

Includes 36 hours of fieldwork in a school.

 prerequisites: SEDF 70300 and SEDF 70400

 Hours 3 hrs

 Credits 3 cr.

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ARTED 71100 - Methods of Teaching the Visual Arts Grades 7-12 (KC)

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for the adolescent. Focus: It emphasizes adolescent aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades 7-12.

Course includes 48 hours of fieldwork in a school. Students are observed and evaluated in the field at least once.

 prerequisites: ARTED 71000 and SEDF 70500

 Hours 3 hrs

 Credits 3 cr.

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Plus -

**ARTED 71200 - Student Teaching in the Visual Arts Grades Pre-K-12 (KC)**

Teacher candidates complete a total of 70 days of student teaching Monday through Friday (35 days of student teaching at grades pre-K-6 and 35 days at grades 7-12) under the supervision of a Hunter College faculty member and a certified Art Educator in a New York City school selected by the college. Students receiving a grade below B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program.

**Prereq:** ARTED 71000 and ARTED 71100 plus 6 credits in ARTH and ARTCR

**Hours** 2 hours (includes 70 days in the field)

**Credits** 5 credits

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Or both of the following -

**ARTED 713.10 Practicum in the Visual Arts PreK-6 (2 credits)** (THIS COURSE IS NOT CURRENTLY OFFERED)

- And -

**ARTED 713.20 Practicum in the Visual Arts Grades 7-12 (2 credits)** (THIS COURSE IS NOT CURRENTLY OFFERED)

**Program 2**

Program 2 (Academic Plan: VAEDPC-MA)

For students with prior NYS certification

**ARTH 62100 - Modern Art I**

Origins and history of modern art in 19th century.

**Hours** 45

**Credits** 3

**ARTH 73400 - Theory and Criticism of Art**

Readings in the history of art history and/or critical theory as a background and methodology for current problems in the discipline and in contemporary art criticism.

**ARTH 78000 - Special Topics in Art**
Graduate seminars on specific topics established by individual faculty. Topics in recent years have included Greek Vase Painting, Medieval Art and Thing Theory, Love and Death in Italian Renaissance Art, Mapping Mexico City, Networks of Power in the Ottoman Empire, International Rococo, Manet, Contemporary African Art.

**ARTCR 75100 - Special Topics in Studio Art**

Special projects in art according to the specialty or area of research of the professor, and in timely response to current trends.

*Hours 3.5 hrs  
Credits 3 cr.*

- and -

5 credits of electives in ARTH or ARTCR

**ARTED 71000 - Methods for Childhood Art Education - Grades PreK-6 (KC)**

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for children from Pre-K - grade 6. It emphasizes children's aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades PreK-6.

Includes 36 hours of fieldwork in a school.

*prereq or coreq: SEDF 70300 and SEDF 70400  
Hours 3 hrs  
Credits 3 cr.*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**ARTED 71100 - Methods of Teaching the Visual Arts Grades 7-12 (KC)**

This course focuses on visual arts education methods, philosophies and theories of learning and development in the visual arts for the adolescent. Focus: It emphasizes adolescent aesthetic development, safe and appropriate uses of materials and resources, and appropriate methods and pedagogy for teaching the visual arts in grades 7-12.

Course includes 48 hours of fieldwork in a school. Students are observed and evaluated in the field at least once.

*prereq: ARTED 71000 and SEDF 70500  
Hours 3 hrs  
Credits 3 cr.*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.
**ARTED 71200 - Student Teaching in the Visual Arts Grades Pre-K-12 (KC)**

Teacher candidates complete a total of 70 days of student teaching Monday through Friday (35 days of student teaching at grades pre-K-6 and 35 days at grades 7-12) under the supervision of a Hunter College faculty member and a certified Art Educator in a New York City school selected by the college. Students receiving a grade below B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program.

**prereq:** ARTED 71000 and ARTED 71100 plus 6 credits in ARTH and ARTCR

**Hours** 2 hours (includes 70 days in the field)

**Credits** 5 credits

This Key Course requires a grade of B or better to pass.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

- Or both of the following -

  **ARTED 713.10 Practicum in the Visual Arts PreK-6 (2 credits)** (THIS COURSE IS NOT CURRENTLY OFFERED)
  - And -
  **ARTED 713.20 Practicum in the Visual Arts Grades 7-12 (2 credits)** (THIS COURSE IS NOT CURRENTLY OFFERED)

**Exit Requirements**

1. An overall GPA of 3.0
2. Students must complete the Dignity for All Students Act (anti-bullying) workshop.
3. Students will develop a professional teaching portfolio that is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to integrate their artistic development with their growth and development as arts educators. Teacher candidates will be expected to connect these elements through critical reflection. Students will work with their instructors throughout their course of study on the portfolio. Students will arrange for a presentation and final review of their work during the last semester of the program.
4. Program 2 students must maintain valid and appropriate NYS certification.

**Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSEd**

**Program Advisor**

**L. Beth Brady**

(212) 772-4229

929 West

lbrady@hunter.cuny.edu

This master's degree program (Academic Plan: REHOM-MSED) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments combined with the Orientation and Mobility sequence to prepare orientation and mobility specialists. This program prepares candidates for national certification from the
Academy for Certification of Vision Rehabilitation and Education Professionals as vision rehabilitation therapists (VRTs) and certified orientation and mobility specialists (COMS). This program does not lead to NYS teacher certification.

Admission Requirements

1. A bachelor's degree from an accredited institution with a GPA of at least 3.0 or better.
   - OR -
   1. A master's degree with a GPA of at least 3.5 or better.
2. Evidence of acceptable written languages skills.
3. Three letters of recommendation.
4. Evidence of work, volunteer or personal experience with individuals with visual impairments.
5. An interview with a special education faculty member.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

REHOM-MSED

Total Credits

54

SPED 70050 - Social, Historical, and Philosophical Foundations of General and Special Education

Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

Hours 3 hrs
Credits 3 cr
SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

prereq or coreq: SPED 74000
Hours Includes 10 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

prereq or coreq: SPED 74000, SPED 74100
Hours Includes 10 hrs of field experience
Credits 3

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 74400 - Assistive Technology for Learners with Visual Impairments
Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

**SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments**

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

**SPED 76000 - Skills and Techniques for Rehabilitation Teaching I**

Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

**SPED 76100 - Skills and Techniques for Rehabilitation Teaching II**

Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

**SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments**
Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100
Hours 45 hrs,
Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments (KC)

Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100
Hours 230 hrs,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments (KC)

Provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100
Hours 230 hrs,
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SPED 76500 - Intermediate Orientation and Mobility (KC)

Theories related to perception, learning and development of individuals who are blind or visually impaired, and/or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr.
SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq or coreq: SPED 76500, 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar (KC)

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq or coreq: SPED 76500, 76600, 76800, 76900
Hours 30 hrs seminar, plus conferences plus 340 hours of internship,
Credits 2 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment, evaluation and lesson plan/execution, the systems of mobility used by persons who are visually impaired, and indoor travel techniques used by persons with visual impairments navigating familiar and unfamiliar buildings. Fifteen day summer course.

prereq or coreq: permission of adviser
Hours 3 hrs
Credits 3 cr.
Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course provides instruction in, lesson sequencing, pedagogical and andragogical methods for O&M instruction for persons who are blind or visually impaired. Through observation, and practice, this course develops competencies in teaching travel techniques used by persons with visual impairments.

prereq: SPED 76800
**COUNR 72000 - Medical Aspects of Disability**

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

*Hours 45 hrs  
Credits 3*

**COUNR 73000 - Counseling with the Aging**

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

*Hours 45 hrs  
Credits 3*

**COCO 70100 - Counseling Skills and Interviewing Techniques (KC)**

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs  
Credits 3*

This Key Course requires a grade of B or better to pass.  
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.  
This course may be repeated only once.

**Exit Standards**

An overall GPA of 3.0.

**Visual Impairment: Rehabilitation Teaching Only - MSEd**

**Program Advisor**

L. Beth Brady  
(212) 772-4229  
929 West  
lbrady@hunter.cuny.edu

This master's degree program (Academic Plan: VIRT-MSED) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. We also offer a combined program in Rehabilitation Teaching with Orientation and Mobility sequence to prepare orientation and mobility specialists Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSEd. Both programs prepare candidates for national
certification from the Academy for Certification of Vision Rehabilitation and Education Professionals as vision rehabilitation therapists (VRTs).

Admission Requirements

A bachelor's degree from an accredited institution with a GPA of at least 3.0;

or

A master's degree from an accredited institution with a GPA of at least 3.5.

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   o Students must receive a grade of at least a B in key program courses.
   o Students who receive a grade of F or WU in key program courses may not continue in the program.
   o Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan

VIRT-MSED

Total Credits

40

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience
Credits 3

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments (KC)

Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations
of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

*prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments (KC)**

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

*prereq or coreq: SPED 74000
Hours Includes 10 hrs of field experience
Credits 3

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments (KC)**

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

*prereq or coreq: SPED 74000, SPED 74100
Hours Includes 10 hrs of field experience
Credits 3

*This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.*

**SPED 74400 - Assistive Technology for Learners with Visual Impairments**

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.
prereq: SPED 74300
Hours 45 hrs,
Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000, 74100
Hours includes 10 hrs of filed experience
Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

prereq: SPED 74000, 74100
Hours Includes 10 hrs field experience
Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

prereq: SPED 76000
Hours includes 10 hrs field experience
Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100
SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments (KC)

Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments (KC)

Provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 76000, 76100

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

COUNR 73000 - Counseling with the Aging

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.
COCO 70100 - Counseling Skills and Interviewing Techniques (KC)

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Exit Requirements

An overall GPA of 3.0.

Department of Curriculum and Teaching

About the Department

Welcome to the Department of Curriculum and Teaching at Hunter College, the home of a wide variety of graduate and undergraduate programs that will prepare you for one of the highest callings in society: education. Along with the other departments in the School of Education, we carry on the original mission of Hunter College: the preparation of educators.

As part of the largest department in the Hunter College School of Education, Curriculum & Teaching programs prepare teachers and other school personnel in the areas of Childhood Education (elementary), Adolescent Education (secondary), Early Childhood Education, Literacy, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL–K-12 and Adult), and Administration & Supervision. Our primary mission is to prepare teachers for any classroom environment, although we are particularly committed to preparing teachers for the challenges of public education in an urban setting.

The Department of Curriculum and Teaching houses the majority of the programs and courses in the Hunter College School of Education, working closely with departments in the School of Arts & Sciences to train teachers in content area knowledge, and in the methods of teaching such subject areas as English/Language Arts, Social Studies, Foreign Languages, Music, ESL, Bilingual Education, Math, and Science. Its programs ask future teachers and administrators to be thoughtful and knowledgeable educators, advocates for children and other learners, active promoters of social justice, knowledgeable resources, and effective future leaders in education.
The Department of Educational Foundations & Counseling Programs prepares students to enter the teaching and counseling professions, eventually to obtain the appropriate certification(s), which will help them establish, improve and maintain themselves within these professions.

Departmental courses are the basis of training in education and human services. The Department of Educational Foundations includes the disciplines of psychology, sociology, anthropology, history and philosophy. Research in these areas, when applied to education and counseling, provides the foundation for understanding individuals in the learning and counseling process and the social psychological context in which personal development and learning occur. In addition, the study of the history and the philosophic foundations of American education and counseling is essential for enabling future teachers and counselors to meet the ever-changing intellectual and social needs of a diverse body of individuals in a pluralistic, democratic society.

Departmental course offerings are offered in three distinct areas: psychological foundations; social foundations and counseling. All courses are anchored in theory and research-based knowledge from which we emphasize applications to the urban environment, the applied use of theory to influence policy and practice, and solutions to concrete and practical problems that school and counseling professionals experience in daily practice.

The department's preparation of teachers and counselors goes beyond the acquisition of specific skills and methods. The focus of the department is on the professional identity and development of students so that they understand and seek to influence the social, political and economic context in which they function.

**Mental Health Counseling - Advanced Certificate**

This advanced certificate program will allow graduates from our Rehabilitation Counseling program to acquire additional knowledge and training in Mental Health Counseling, which will make them eligible for the Licensed Mental Health Counselor (LMHC) credential in New York State.

**Admission Requirements:**

1. Be a graduate of Hunter's master's degree in Clinical Rehabilitation Counseling (or Rehabilitation Counseling, as it was formally titled).
2. Complete an application to the certificate program and include 2 recommendations from counseling faculty.

* NOTE: Students who completed the Clinical Rehabilitation Counseling master's degree program at Hunter are eligible to have certain of the credits completed transfer into this certificate program should they choose to apply and are admitted. (e.g. COUNM 71600, 71700, and/or 72000)

**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F or WU in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in key program courses.
   - Students who receive a grade of F or WU in key program courses may not continue in the program.
Key Program Courses are identified by the label (KC) in the course title.

Course of Study

Academic Plan: MENHC-AC

Credits Required: 17

**COUNM 71600 - Foundations of Mental Health Counseling**

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

*prereq or coreq: DSM-IV Workshop*

Credits 3

**COUNM 71700 - Psychopathology: Diagnosis and Treatment**

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

*Hours 45*

Credits 3

**COUNM 72000 - Mental Health Counseling: Program Development and Evaluation**

The course focuses on the development and evaluation of mental health programs in culturally/linguistically diverse urban settings from program inception onward including assessment to insure quality services. The course covers federal, state and local governmental inpatient and outpatient mental health treatment services, not-for-profit organizations and community-based mental health service programs.

*prereq or coreq: COUNM 71600 and COUNM 71700*

*Hours 45*

Credits 3

**COUNM 72500 - Internship in Mental Health Counseling I (KC)**

This course and fieldwork is a continued experience in applying techniques of mental health counseling with selected populations in a variety of settings. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. This course is designed for students to gain additional counseling knowledge, skills, and self-awareness about how their client’s and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

- This Key Course requires a grade of B or better to pass.
• Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
• This course may be repeated only once.

**prereq:** COUNM 71800 and COUNM 71900  
**prereq or coreq:** COUNM 71700  
**Hours** 3 + clinical fieldwork  
**Credits** 4.0

**COUNM 72600 - Internship in Mental Health Counseling II (KC)**

The second part of the mental health counseling internship follows COUNM 72500 Internship in Mental Health Counseling I. This course is designed for students to continue to gain additional counseling knowledge, skills, and self-awareness about how their client's and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

• This Key Course requires a grade of B or better to pass.
• Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
• This course may be repeated only once.

**prereq:** COUNM 72500  
**Hours** 3 + fieldwork  
**Credits** 4.0

**Exit Requirement**

1. A cumulative GPA of 3.0 or better.

- **Department of Special Education**

**About the Department**

Hunter's graduate programs in special education prepare teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special schools, special classes/inclusive classrooms, resource rooms, pre-self-contained classrooms, special schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter College have been nationally recognized by the Council for Exceptional Children.

The School of Education offers master's degree and advanced certificate programs in special education that lead to New York State teacher certification. Specializations in special education include: early childhood special education; early childhood special education with an annotation in severe/multiple disabilities (including deafblindness); childhood special education, learning disabilities; childhood special education, behavior disorders; childhood special education with an annotation in severe/multiple disabilities (including deafblindness); deaf and hard-of-hearing; blind and visually impaired; and adolescent special education generalist.
The programs (with the exception of early childhood special education) are organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a variety of disabilities to be applied across a range of education settings. Specializations provide in-depth preparation for working with students within a particular disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter's programs is their linking of theory to effective instruction.

- School of Education Fall 2020 Credit/No-Credit Grading Policy

Special COVID-19 Flexible Grading Policy for the Fall 2020 Semester

As part of The City University of New York's response to the COVID-19 pandemic, during the Fall 2020 semester, all students shall have the option to convert any or all of the (A-F) letter grades they earn in their classes, to Credit/No Credit (CR/NC) grading.

This policy applies to all Hunter College students who are enrolled in credit-bearing courses for the Fall 2020 semester, including undergraduate, graduate, and doctoral courses, with the exception of those courses listed that have been designated to be excluded from opt-in as indicated on the Exclusion List. The courses on the exclusion list must be taken for a letter grade.

Please note that the Credit/No-Credit flexible grading policy excludes School of Education "key courses" such as student teaching practicum, and other important courses where a grade of B or better is required as a progress standard. Additionally, all courses in the Applied Behavior Analysis and Ed.D. programs will be exempt. You can view complete details on this flexible grading policy on the Special COVID-19 Flexible Grading Policy for the Fall 2020 Semester catalog page.

School of Education: Accreditation

Accreditation is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality.

The Hunter College School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and each teacher preparation program is nationally recognized by its respective Specialized Professional Association (SPA). The School Counseling and Rehabilitation Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

School of Education: Administration

Administration

Dean, Michael J. Middleton

Acting Senior Associate Dean, Sherryl Brown-Graves
School of Education: Admission General Information

Admission to our professional programs at the School of Education is based on evaluation of an applicant's promise for success as a graduate student and demonstrated commitment to the field of education. Applications are also evaluated on the basis of undergraduate (and any prior graduate) preparation and expressed focus in a particular area of education.

In general, those admitted have completed a bachelor's degree at a regionally accredited institution and are expected to present a grade point average (GPA) of 3.0 or better in undergraduate studies and 3.5 or better in graduate studies.

School of Education: Application Checklist

The following materials are required to complete an application:

- Statement of Purpose (approximately 500 words)
- Transcripts from each school attended (scanned and uploaded to the online application)
- Two letters of recommendation (if a student has been out of school for some time, professional references are acceptable)
- Official GRE test score
- $125 application fee
School of Education: Application Deadlines

Fall Admission Deadlines

- **February 1st**: School Counseling, Mental Health Counseling, and Applicants with Foreign Credentials
- **February 15th**: Dance Education, Instructional Leadership (Ed.D.)
- **March 15th**: All other programs

Spring Admission Deadlines

- **September 1st**: Applicants with Foreign Credentials
- **October 15th**: All programs
- **NOTE**: The following programs do not accept Spring applications: Instructional Leadership (Ed.D.), Educational Psychology, Dance Education, and Childhood Education with STEM Specialization.

Career Services Support

The School of Education provides a comprehensive student career preparation program. We prepare teachers, leaders, counselors and other professional candidates for the job market through workshops, and orientations on professional topics such as resume writing, interviewing strategies, and demonstration lessons.

Each semester, the School of Education hosts a career fair, providing opportunities for partner organizations [schools, districts, non-profit organizations] to meet and network with our candidates from all programs. Employers can connect with students and alumni through an online job board that we maintain.

We also provide additional support to teacher candidates for all aspects of NYS certification, including NYS mandated workshops, specialized training, and some required NYS certification testing.

More information about these services can be found on the School of Education's Career, Professional & Partnership Development (CPPD) website.

School of Education: Course Equivalency, Transfer Credit, Permit Credit

Course Equivalency

Students who have taken graduate-level courses at another college may, with written approval, apply those courses to their program in two ways: "Transfer of Credit" or "Permit Credit."

Transfer Credit

Graduate courses taken prior to matriculation are considered "Transfer of Credit."

The following limitations apply:
1. No more than a total of 12 credits will be allowed for courses completed at other colleges, for courses taken on permit, or for Hunter College courses taken prior to matriculation.

2. Courses for which transfer and approval of credit are sought must have been completed within five years preceding the anticipated date of graduation.

3. Application for transfer and approval of course credits taken prior to matriculation may be made after registering for the first semester of matriculation.

4. Transfer of credit can only be granted for courses with grades of B or better.

Permit Credit

Graduate courses taken at other colleges or universities after matriculation are considered "Permit" credit. Students planning to take courses "on permit" at other colleges or universities during the period of matriculation must request and receive permission prior to taking the course. The student should obtain the appropriate form in Room 1000 West Building; attach course descriptions and obtain appropriate signatures from the department office; and return the completed form to Room 1000 West Building.

School of Education: Degree Requirements

Return to School of Education

Master's program requirements vary according to students' qualifications and the requirements of the specific program. Students must achieve a GPA of at least 3.0 in both graduate courses and undergraduate courses needed to satisfy admission conditions. Students should not expect to complete the master's degree requirements by attending full-time, although this may be possible in some cases.

Candidates should consult their program coordinator or advisor about exit requirements of their program at least one year in advance of the expected date of graduation.

School of Education: Graduation and New York State Certification

Return to the School of Education

Graduation

All potential graduates must apply for graduation within the first three weeks of the semester in which they plan to graduate. Degree audit is now processed on-line through myHunter accounts. Students may start their early audit review in their penultimate semester. Log in to your myHunter page to view your personalized graduation checklist.

New York State Certification

The graduate education programs described below (unless otherwise indicated) have been approved by the New York State Education Department to lead to initial and professional certification for teaching in New York State. To be recommended for certification the student must complete the approved program of study, and file an on-line application
for certification. Instructions for applying for certification are available in the Office of Educational Services and on the School of Education website.

Students must pass the required New York State Teacher Certification Examinations (NYSTCE) in order to be granted certification by the State. For an initial certificate, the State of New York requires the applicant to pass three examinations: the Academic Literacy Skills Test (ALST), the Educating All Students Test (EAS), the appropriate Content Specialty Test (CST) and the teacher performance assessment (edTPA) for their certificate.

Students must officially graduate from one of our approved preparation programs in order to receive a recommendation for NYS Teacher Certification.

New York State certification is reciprocally accepted by many other states upon application, although other states do not accept the NYSTCE. Students with questions about certification should contact the Office of Educational Services at tcert@hunter.cuny.edu.

School of Education: How to Apply

The Hunter College School of Education offers admission twice a year for most programs, in Fall and Spring. However, the following programs offer admission only in the Fall: Instructional Leadership, Educational Psychology, Dance Education, and Childhood Education with STEM Specialization.

Online Application: Hunter's graduate application is available online at: hunter.cuny.edu/graduateadmissions/applying

Math Center

Hunter College established the Mathematics Center for Learning and Teaching to help promote the mathematics competency of PreKindergarten through grade twelve children. Working with teachers and principals, parent coordinators and math coaches, the Center provides professional development on math learning to schools throughout New York City and State, bringing the expertise of the School of Education into numerous math classrooms around the state.

School of Education: Open Houses

The School of Education holds Open Houses for Prospective Graduate Students in February and October. These events are held in the West Building at 68th Street and Lexington Avenue and are open to the public. Those attending have the opportunity to meet with faculty and alumni, see the campus, and get additional information about admission to specific programs.

School of Education: Partnership Programs

Return to the School of Education

The Office of Partnership Programs manages all of the alternative certification and partnership programs within the School of Education and supports students in these non-traditional programs. Working in partnership with a variety of local and national organizations, we offer special programs in a wide range of teacher certification areas and school leadership certification. Our special programs offer participants the opportunity to gain hands-on experience in schools while enrolled in graduate coursework at Hunter College and many provide subsidized tuition.
Collaborative Leadership Advancing School Success. The Collaborative Leadership Advancing School Success (CLASS) program, offered in partnership with New Visions for Public Schools, is a unique school leadership certification program grounded in clinical experiences designed to illuminate the relationship between student learning and systems within a school. East Harlem Teaching Residency The East Harlem Teaching Residency, a partnership between the East Harlem Tutorial Program (EHTP) and Hunter College School of Education, is a highly selective teacher-training program that develops, supports and certifies aspiring educators to become elementary teachers in New York.

Lincoln Center Scholars/Hunter College Alternative Certification Preparation Program for Creative Arts Education. The Lincoln Center Scholars/Hunter College Alternative Certification Preparation Program for Creative Arts Education, a partnership between Lincoln Center Education and the Hunter College School of Education, provides carefully selected artists with graduate coursework, certification support, and assistance with finding jobs as certified arts teachers in New York City Schools.

Math and Science Teacher Education Residency The Math and Science Teacher Education Residency (MASTER) program is a two-year teacher-preparation program for prospective math and science teachers that integrates graduate coursework with intensive, hands-on experiences in New York City schools. MASTER is a partnership between Hunter College, New Visions for Public Schools, the New York Hall of Science and the New York City Department of Education.

New York City Teaching Fellows. The New York City Teaching Fellows (NYCTF) is a collaborative program among the NYC Department of Education, CUNY, SUNY, and certain private universities in New York City. Currently as a partner university, Hunter College hosts candidates in Special Education, TESOL, and Bilingual Education. Subsidized Bilingual Extension Program The Subsidized Bilingual Extension Program (SBEP) is a partnership with the NYDOE which offers currently certified content and classroom teachers the opportunity to gain a bilingual extension for their current New York State certification.

Teach for America. Teach for America (TFA) is a national alternative certification teacher preparation program with corps members teaching full time in public and charter schools while studying at partner universities and participating in continuous supervision and professional development. As a partner university, Hunter College hosts candidates in Special Education and Bilingual Education.

TESOL Intensive Teacher Institute. The Hunter College TESOL Intensive Teacher Institute (ITI) offers currently certified content and classroom teachers the opportunity to gain additional NYS certification in PreK-12 English as a Second Language (ESL). In addition to coursework, candidates receive specialized mentoring and coaching feedback to support ELL academic language development across the content areas.

Urban Teacher Residency. The Urban Teacher Residency (UTR) program is a two-year teacher-preparation program that integrates the graduate coursework of the aspiring teacher with intensive, hands-on experiences in New York City schools. UTR is a partnership between Hunter College, New Visions for Public Schools and the New York City Department of Education.

School of Education: Readmission

Students who have taken a leave of absence must submit an application for readmission to the Graduate Admissions Office. Students should apply for readmission in April for the fall semester and October for the spring semester (check the Admissions Office for deadlines). A student with a GPA below 3.0 must apply for special permission for readmission while on probation.

School of Education: Research and Training Centers in Teacher Education
A variety of programs in research and training in teacher education have attracted substantial support from federal, state and private sources. Projects currently in process include training in bilingual education, improvement of the teaching of secondary mathematics and science, educational technology, and preparation of rehabilitation counselors and teachers for children with disabilities. These projects afford graduate students an opportunity for advanced training or development of research skills.

**Autism Research Policy and Practice (HARPP) Center.** The HARPP Center works to support the needs of children in public and private New York City schools, as well as adults who have autism spectrum disorder, by training intervention professionals, conducting and disseminating research, and creating outreach programs that serve a cross section of individuals affected by autism spectrum disorder. The HARPP Center aims to formulate a comprehensive and dedicated effort to support this special and deserving population of NYC children, adults, and their families.

**Center for Gifted Studies and Education.** The mission of the Hunter College Center for Gifted Studies and Education is to foster the talent development of gifted & talented students, their families, and educators. Through graduate courses, outreach, research, professional development, and creating systems of intra- and inter-agency collaboration, HCCGE encourages and supports gifted learners.

**The Learning Lab.** This award-winning program has been the heart of the Learning Disabilities teacher education programs for over thirty years. As part of their clinical work, graduate students are assigned a child or youth who struggles in one or more aspects of learning, and tutors twice a week for an academic year, overseen by a supervisor. Over 200 children and youth from NYC’s diverse communities are served annually in this program.

**Literacy Space.** This reading lab of the Graduate Program in Literacy Education was created as a site for our practicum courses in literacy assessment and intervention. Literacy Space serves, free of charge, elementary and middle school struggling readers and writers, who are recommended to us by the local public and private schools. These children are paired with our graduate students, who are certified teachers, to begin a year-long or semester-long one-to-one intervention program. Professor Nadine Bryce serves as the coordinator of Literacy Space.

**Math Center.** Hunter College established the Mathematics Center for Learning and Teaching to help promote the mathematics competency of PreKindergarten through grade twelve children. Working with teachers and principals, parent coordinators and math coaches, the Center provides professional development on math learning to schools throughout New York City and State, bringing the expertise of the School of Education into numerous math classrooms around the state.

**Frankfurt Video Analysis of Teaching and Counseling (VAT/VAC).** The Frankfurt Video Analysis project of pre-certification teachers and counselors was initiated in 2007 and has since become a requirement for every degree and certificate candidate at the Hunter College School of Education. This innovative database has been improving professional development and teacher preparation via embedded rubrics and observation tools. The corresponding library of best practices and teachable moments is one of the nation’s first archive of indexed student-teaching videos. The VAT/VAC was lauded by the NCTQ in their 2014 rankings of educational programs as a resource that comprises, "promising or exemplary materials from teacher preparation programs."

### School of Education: Standardized Tests

In accordance with New York State law, most School of Education programs excluding Counseling and Educational Psychology require the GRE for admission. Applicants to Foreign Language programs (Chinese, French, Italian, Spanish) are required to take the Oral Proficiency Interview (OPI) from Language Testing International and achieve a minimum proficiency standard of Advanced Low.

International applicants whose education was completed in a country where English was not the native language must take the TOEFL and achieve the following minimum scores:

- **Overall:** Paper Based Test: 575 or Computer Administered Test: 233 or IBT: 68 (less speaking component)
- **Writing:** Paper Based Test: 4.5 or IBT Writing Section: 22 (TWE)
• **Speaking**: Paper Based Test: 45 or IBT Speaking Section: 23 (TSE)

Exception - International applicants whose native language is not English, and who have completed all or part of their post-secondary education in a country where English is not the native language, and who are seeking admission to a Hunter College School of Education graduate program, are exempt from the requirement to submit TOEFL or IELTS scores, if they have completed a master’s or doctoral degree from a college or university accredited by a regional accrediting association in the United States, or the international equivalent degree from a university of recognized standing in a country in which all instruction is provided in English.

**School of Education: Walk-In Hours**

Admissions Advisors are available during Walk-in Hours Monday through Thursdays from 12:00 p.m. – 5:00 p.m. in room 1000 of the West Building at 68th St. and Lexington Avenue. No appointment is necessary. Students can also contact Admissions Advisors via email at edadmissions@hunter.cuny.edu or phone at 212.772.4668. Admissions information is also available on our website: hunter.cuny.edu/education

**School of Health Professions**

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<tr>
<th>Degree</th>
<th>HEGIS</th>
<th>Admin/CURRIC</th>
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<tr>
<td>Physical Therapy</td>
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Return to HEGIS/Admission Codes

**School of Health Professions: Administration**

Return to School of Health Professions

**Dean:**

Gail C. McCain  
530W, Brookdale Campus  
(212) 481-7596

**Administrative Offices:**

6th Floor West  
(212) 481-4313

**Student Adviser:**

628 West  
(212) 481-4773
School of Health Professions: Centers and Services

Return to the School of Health Professions

Center for Communication Disorders

The Hunter College Center for Communication Disorders (Speech-Language-Hearing Clinic) is located at the Brookdale Health Sciences campus, 425 East 25 St., Room 133 North. The Center is an integral part of the Communication Sciences Program. The Center provides diagnostic and therapeutic services for a wide variety of language, speech, voice, fluency, swallowing, hearing, communication modality, and social communication disorders. Audiological services include complete audiological evaluations, auditory processing disorder testing, and auditory brainstem response assessment with state of the art instrumentation. Services are available to the Hunter College community as well as the general public. Appointments can be made by calling (212) 481-4464.

Academic Services for Faculty, Students and Staff

Hunter Health Professions Library (HPL)

The Hunter Health Professions Library (HPL) is located on the Brookdale Campus and is open 74 hours a week. HPL supports the curricular and research needs of the CUNY School of Public Health at Hunter College, Hunter-Bellevue School of Nursing and the Hunter School of Health Sciences. It also serves several research institutes at Brookdale, namely the Brookdale Center on Aging, the Center for Community and Urban Health, and the Center for Environmental & Occupational Health. The library has 26,500 volumes and 224 professional journals housed in its 10,000 sq./ft. In addition, full-text articles from over 50,000 journals are accessible via the library's electronic resources. The library provides seating for 212 (156 in the library and 56 computers).

The Health Professions Education Center (HPEC)

School of Health Professions: Tuition Assistance

Various forms of financial assistance are available to students in the Hunter-Bellevue School of Nursing and the School of Health Professions, both located at 425 East 25th Street, New York, NY 10010. For information, contact the schools directly.

School of Health Sciences

Speech-Language Pathology and Audiology
Department Information

Department Chair:

Nancy Eng, PhD
Brookdale Campus
W900A
(212) 481-3273

Program Director:

Michelle MacRoy-Higgins, PhD
Brookdale Campus
W924A
(212) 482-5139

CUNY Office Manager:

Joanne A. Johnson
Brookdale Campus
900 West
(212) 481-4467
fax. (212) 481-4458

Center for Communication Disorders

Director:

Donald A. Vogel, AuD
Brookdale Campus
133 North
(212) 481-2188

Program and Courses in Speech-Language Pathology

Programs and Courses in Speech-Language Pathology and Audiology

PROGRAM OBJECTIVES

The primary objective of the Communication Sciences Program is to provide a broad theoretical background in human communication and its disorders that fulfill the academic and clinical requirements for the American Speech-Language-Hearing Association (ASHA) professional certification (Certificate of Clinical Competence) and New York State licensure. The COMSC Master of Science (MS) degree program in Speech-Language Pathology (SLP) is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The course of study generally requires two years of full-time participation including summers.

Definition of a Speech-Language Pathologist

Speech-language pathologists (SLPs) are autonomous professionals who identify, assess, prevent, and manage communicative disorders as well as swallowing or other upper aerodigestive disorders. Speech-language pathologists seek to optimize the communicative abilities of individuals, across the lifespan. Speech-language pathologists provide services to individuals.
in nine clinical areas: articulation and phonology, fluency and stuttering, voice and resonance, receptive and expressive language, swallowing, cognitive aspects of communication (e.g., executive functioning), hearing, social aspects of communication (e.g., communication opportunities, social skills), and communication modalities (i.e., oral, manual, augmentative and alternative communication; assistive technologies).

Center for Communication Disorders

The Hunter College Center for Communication Disorders (Speech-Language-Hearing Clinic) is located at the Brookdale Health Sciences campus, 425 East 25 St., Room 133 North. The Center is an integral part of the Communication Sciences Program. The Center provides diagnostic and therapeutic services for a wide variety of language, speech, voice, fluency, swallowing, hearing, communication modality, and social communication disorders. Audiological services include complete audiological evaluations, auditory processing disorder testing, and auditory brainstem response assessment with state of the art instrumentation. Services are available to the Hunter College community as well as the general public. Appointments can be made by calling (212) 481-4464.

Graduate Faculty

MS Program in Speech-Language Pathology

Nancy Eng, PhD
Michelle MacRoy-Higgins, PhD
Donald A. Vogel, AuD

Clinical Doctoral Program in Audiology (Au.D.)

Executive Officer:

John Preece, PhD
Brookdale Campus
901 West
(212) 481-7687

CUNY Graduate Center
Rm. 3310
(212) 817-7980

Au.D. Faculty:

John Preece, PhD
Carol A. Silverman, PhD
Donald A Vogel, Au.D.

Clinical Doctoral Program in Audiology - AuD
The City University, through a joint program offered by Hunter College, Brooklyn College and the Graduate Center, offers a clinical doctoral program in audiology. For a description of the program, see the Bulletin of the Graduate Center or go to Audiology-(Au-D)

**Speech-Language Pathology - MS**

The 68-credit Speech-Language Pathology (SLP) curriculum leading to an MS degree prepares individuals to become speech-language pathologists working in hospitals, rehabilitive centers, college or university clinics, health-care agencies, specialized clinical settings, or private practice and prepares students for professional practices in preschools, elementary and secondary schools, and early-intervention developmental centers. Successful completion of the SLP curriculum prepares students to meet the academic and clinical requirements for ASHA certification, New York State licensure, and recommendation for NY State certification as a teacher of students with speech and language disabilities (TSSLD). Additional requirements for certification following graduation include the completion of a clinical fellowship year and passage of PRAXIS examination in Speech Language Pathology. Students seeking TSSLD additionally must take the New York State Teacher Certification Examinations: Academic Literacy Skills Test (ALST) and Educating All Students Test (EAS) in addition to completion of the Dignity For All Students Act (DASA) workshop. The program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

**Admission Requirements**

Hunter College maintains only electronic processes for Graduate Admissions. Applicants are responsible for creating an admissions account and correctly submitting the following:

- Official transcripts from undergraduate and graduate schools verifying completion of degrees, GPAs and coursework
- GRE scores
- Two letters of recommendation
- Narrative statement

Visit Hunter College's Graduate Admissions page for more information regarding the application process.

Individuals wishing to matriculate into the SLP program must demonstrate completion of 45 credits of prerequisite coursework in Communications Sciences and Disorders as well as Liberal Arts and Sciences. The breakdown of the prerequisite coursework is outlined below.

Fifteen credits of foundations courses in Communication Sciences and Disorders are required. Each of the following must be at least 3 credits.

- Introduction to Language
- Anatomy and Physiology of Speech Mechanisms
- Phonetics of American English
- Introduction to Speech Pathology
- Introduction to Audiology
- Language Acquisition

Thirty credits in Liberal Arts and Sciences courses are required of each applicant. Applicants should review catalog descriptions of courses they have taken to ensure correct matching of the following requirements:

- Biological science (3 credits)—examples are botany, biology, ecology, genetics, marine biology, nutrition, physiology, zoology
• Physical science (3 credits)—must be either chemistry, or physics
• Statistics (3 credits)
• English (6 credits)—at least 3 credits of intensive writing
• U.S. history or political science (3 credits)
• Art (3 credits)—examples include pottery, painting, drawing, theater performance, dance, musical instrument performance, art or music appreciation
• Language other than English (3 credits)—American Sign Language, Spanish, French, German, Hebrew, Arabic, Greek, etc.

When applying to become a matriculated student applicants should understand:

• Courses must be taken at an accredited college or university
• At least a B grade is necessary for all prerequisite coursework
• Advanced Placement (AP) credit will be accepted; however, AP must be recorded on the student's official undergraduate transcript(s)
• Pass/fail grades will not be considered as having fulfilled the Communication Sciences or Liberal Arts and Sciences prerequisite requirements
• Being a native speaker of a language will not fulfill the language requirement; the language requirement must be documented on an official transcript
• College-Level Examination Program (CLEP) scores will not be considered as having fulfilled admissions requirements

If unsure that a class meets a prerequisite course requirement, students applying to the SLPA Program may wish to include with their application a catalog description and/or syllabus for that course.

Suggested Curriculum

Pre-Fall

CEDF 70600 - Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

*Hours 45 hrs
*Credits 3

Fall 1

COMSC 70000 - Introduction to Research Methods

Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

*prereq: none*
COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics

A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

prereq: COMSC 70800
Hours 45
Credits 3

COMSC 71100 - Models of Language

Designed to further the understanding of the nature of language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. The student will gain exposure to an interdisciplinary approach to the notion of language learning.

prereq: none
Hours 45
Credits 3

COMSC 71200 - Neural Processes of Communication

Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

prereq: none
Hours 45
Credits 3

COMSC 72000 - Clinical Methods in Speech-Language Pathology

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

coreq: COMSC 70000, 70800, 71100, 71200
Hours 45
Credits 3

Spring 1

COMSC 71600 - Phonological Development and Disorders
Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

**prereq:** COMSC 72000  
*Hours 45  
Credits 3*

**COMSC 71700 - Language Disorders in Children**

Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by Federal Law; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school, and community settings.

**prereq:** COMSC 71100  
*Hours 45  
Credits 3*

**COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan**

Normal and abnormal swallowing function across the lifespan, clinically known as dysphagia; evaluation, management, and treatment of dysphagia across various neurological, mechanical, and esophageal conditions in infants, children and adults will be emphasized. Interpretation of modified barium swallow (MBS) and fiberoptic endoscopic evaluation of swallow (FEES) studies as well as non-oral options for nutrition/hydration will be addressed.

*Hours 60  
Credits 4*

**COMSC 72600 - Adult Neurogenic Communication Disorders**

Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.

**prereq:** COMSC 71200  
*Hours 45 hrs,  
Credits 3 cr*

**COMSC 72800 - Clinical Practicum in Speech-Language Pathology**

First-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

**prereq:** COMSC 72000, 73300  
*Credits 1 cr*
COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment

This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.

Prereq: COMSC 72000
Hours: 30
Credits: 2

Summer 1

COMSC 70300 - Professional Practice in Educational Settings

The multifaceted role of the speech language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

Prereq: COMSC 72000
Hours: 45
Credits: 3

COMSC 77100 - Summer Clinical Practicum in Speech-Language Pathology 1

First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

Prereq: COMSC 73300
Credits: 1 cr

Fall 2

COMSC 70600 - Summative Project I

The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.
COMSC 71500 - Communication Processes Related to Aging

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300
Hours 45
Credits 3

COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders

Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children, and adults; assessment and therapeutic management strategies in social, educational and vocational settings.

prereq: none
Hours 60
Credits 4

COMSC 72300 - Studies in Bilingualism

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45
Credits 3

COMSC 72700 - Voice Disorders

The identification, assessment, diagnosis, and management of dysphonia and related laryngeal disorders; an overview of the functional, congenital, psychogenic, trauma-related, organic and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in the assessment of phonatory disorder is discussed and a survey of treatment techniques and strategies for voice patients is discussed. An off-campus trip to an ENT/voice lab in the metropolitan area will be scheduled for later in the semester.

prereq: COMSC 70800, 71200
Hours 30
Credits 2
COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1

Second-year fall semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

prereq: COMSC 73300
coreq: COMSC 73600
Credits 1 cr

Spring 2

COMSC 70300 - Professional Practice in Educational Settings

The multifaceted role of the speech language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

prereq: COMSC 72000
Hours 45
Credits 3

COMSC 70700 - Summative Project II

COMSC 70600 and 70700 are designed to facilitate the completion of a summative project. Students are intended to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter college will be considered.

prereq or coreq: none
Hours 30
Credits 2

COMSC 71500 - Communication Processes Related to Aging

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300
Hours 45
Credits 3
COMSC 72200 - Fluency Disorders

Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 70800, 71200
Hours 30
Credits 2

COMSC 72300 - Studies in Bilingualism

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45
Credits 3

COMSC 73700 - Clinical Methods in Speech Language Pathology: Developmental Disabilities and AAC

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Developmental Disabilities (DD) (intellectual disability, autism spectrum disorders, cerebral palsy, and others) & Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of assessment, diagnostic intervention planning & implementation, data- collection & interpretation, and follow-up assessment for monitoring progress across the lifespan in individuals with developmental disabilities. Presentation of no-tech (unaided communication), low-tech, mid-tech and high-tech AAC supports will be made available.

Hours 4 hrs
Credits 4 cr.

COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2

Second-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

prereq: COMSC 72900
coreq: COMSC 73700
Credits 1 cr

Total Credits: 68
The Teachers of Students with Speech and Language Disabilities with Bilingual Extension (Spanish-English) option is available to students in the SLP curriculum who meet the admission requirements regarding demonstration of bilingual proficiency. A written and oral Spanish/English proficiency exam is administered to candidates by the Communication Sciences program. The bilingual requirements include an additional 12 credits of coursework:

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*  
*Credits 3 cr*

**BILED 77800 - Instruction Through the Native Language-Spanish**

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

*prereq or coreq: BILED 70100*  
*Hours 45 hrs plus 10 hrs of fieldwork,*  
*Credits 3*

**BILED 77900 - Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

*prereq or coreq: BILED 70100*  
*Hours includes 5 hrs of fieldwork*  
*Credits 3 cr*  

and a bilingual school-based practicum

**COMSC 72904 - Clinical Practicum in Speech- Language Pathology 1**

for students in the bilingual extension, designates a special section of **COMSC 72900** for practicum with Spanish-speaking children eligible for bilingual services.

*prereq: COMSC 73300*  
*coreq: COMSC 73600*  
*Credits 1*
An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in Program 1.

*Credits 4 cr.*

*includes 30 hours fieldwork*

**Additional Bilingual Examinations**

Students seeking TSSLD with Bilingual Extension are required to take the Bilingual Content Specialty Test (CST). In addition to the requirements for TSSLD, candidates for a bilingual extension must also take two language examinations — one in the target language (Spanish) and the other in English.

**Teachers of Students with Speech-Language Disabilities – Bilingual (English-Spanish Extension) MS**

**Requirements for Admission**

In addition to all of the requirements for admission to the TSSLD curriculum, students applying for the bilingual (Spanish and English) extension must pass a Communication Sciences Program-administered evaluation of written and oral proficiency in Spanish and English.

**Requirements for the Degree**

In addition to all of the TSSLD requirements identified above, students must complete the following Extension requirements:

A. 12 additional credits of coursework:

**EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages**

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

*Hours includes 20 hours fieldwork*

*Credits 4*

*20 hours fieldwork*

**BILED 70100 - Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*Hours includes 5 hrs of fieldwork*

*Credits 3 cr*
**BILED 77100 - Psychology of Language Learning and Teaching**

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

*prereq or coreq: BILED 70100  
Hours 30 hrs plus 5 hrs of fieldwork and lab,  
Credits 2 cr*

**BILED 77800 - Instruction Through the Native Language-Spanish**

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

*prereq or coreq: BILED 70100  
Hours 45 hrs plus 10 hrs of fieldwork,  
Credits 3*

**B. School-based Language Practicum**

A school-based language practicum (COMSC 72900 for 1 credit) must involve work with Spanish-speaking children eligible for bilingual education services.

**C. NYSTCE Tests for English Language Proficiency**

NYSTCE tests for English Language Proficiency Assessment (LPA) and the Target Language Proficiency Assessment (TLPA).

**AUD 70000 - Anatomy and Physiology of the Audio-Vestibular System**

Investigation of the embryology, structure, and function of the auditory and vestibular systems.

*Hours 30 hours lecture plus conference,  
Credits 3 cr*

**AUD 70300 - Acoustics and Psychoacoustics**

Exploration of the decibel, sound transmission, complex stimuli, psychoacoustic methods, signal detection theory, auditory sensitivity, masking, loudness, pitch, binaural hearing.

*coreq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology  
Hours 30 hours lecture, 15 hours laboratory,  
Credits 3 cr*

**AUD 70500 - Speech-Language Sciences**
Exploration of phonological, lexical syntacticmorphological, and pragmatic aspects of human communication associated with speech, language, hearing and related disorders, normal processes of speech and language comprehension and production over the life span.

*Hours 30 hours lecture plus conference,
*Credits 3 cr

**AUD 70900 - Instrumentation in Audiology**

Measurement and calibration of the physical characteristics of acoustic, electric, and other non-acoustic stimuli; instrumentation, digital technology; bio-electrical hazards.

*prereq: Psychoacoustics
coreq: Physiological Acoustics
*Hours 15 hours lecture; 30 hours laboratory,
*Credits 3 cr

**AUD 71000 - Diagnostic Audiology**

Study of audiological test procedures and interpretation in the assessment of peripheral and functional hearing impairment.

*prereq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology; Psychoacoustics
*Hours 30 hours lecture plus conference; 15 hours laboratory,
*Credits 4 cr

**AUD 71200 - Speech-Language Pathology for Audiologists**

Exploration of the effects of communication disorders and differences on audiological testing, treatment and counseling; screening and prevention of communication disorders across the life span. In accordance with the American Speech-Language-Hearing Association's certification standards, students will complete the hours of speech and language screenings in a variety of settings.

*prereq: Speech-Languages Sciences
coreq: Diagnostic Audiology
*Hours 15 hours lecture plus conference, 15 hours laboratory,
*Credits 3 cr

**AUD 71600 - Physiological Acoustics**

Detailed study of the pneumatic/mechanical/hydraulic/electrical interfaces involved in the transduction of acoustic energy through the auditory system. In-depth investigation of the external ear biophysics, the middle ear transfer function, cochlear hydrodynamics and hydromechanics, auditory biopotentials, cochlear non linearity, neural transduction and neural coding in the peripheral and central auditory systems.

*prereq: courses in Anatomy & Physiology of the Audio-Vestibular System and Psychoacoustics
*Hours 30 hours lecture plus conference,
*Credits 3 cr

**AUD 71800 - Introduction to Research Methods**
Exploration of issues and concepts in study design and analysis including types of research, controlling for confounding variables, measurement errors and their effects, statistical methods, and their applications to clinical populations.

prereq: 30 hours lecture plus conference
Credits 3 cr

**AUD 72000 - Multicultural Issues for Audiologists**

Examination of multicultural influences on the prevalence of auditory, vestibular, and otologic disorders; dialectical considerations for suprathreshold speech-recognition assessment; multicultural influences on attitudes toward health care providers, health care, disability, and deaf; ramifications of cultural diversity for professional practice; using culturally sensitive measures and protocols for assessment and management.

prereq: Diagnostic Audiology
Hours 30 hours lecture plus conference,
Credits 3 cr

**AUD 73000 - Amplification I**

Examination of hearing-aid components, hearing aid candidacy, output limiting/compression, electroacoustic and real-ear measures, prescriptive procedures, amplification, earmolds and earmold acoustics, cerumen management, binaural issues including deprivation and acclimatization, approaches to hearing aid evaluation.

prereq: Diagnostic Audiology, Physiological Acoustics, and 1 cr of Audiology Practicum
Hours 30 hours lecture plus conference; 15 hours laboratory,
Credits 4 cr

**AUD 73300 - Communication Skills of Adults with Hearing Loss**

A comprehensive approach to rehabilitation of adults with hearing impairment. Assessment of adult communicative function including auditory/visual speech perception, and use of selfassessment using cochlear implants and other sensory aids.

prereq: Diagnostic Audiology and 1 cr of Audiology Practicum
coreq: Amplification I
Hours 30 hours lecture plus conference,
Credits 3 cr

**AUD 73500 - Auditory Electrophysiology**

Advanced differential diagnosis of auditory disorders. Exploration of theoretical bases and clinical aspects of otoacoustic emissions and middle ear measurement.

prereq: Diagnostic Audiology and 1 cr of Audiology Practicum
coreq: 2nd cr of Audiology Practicum
Hours 15 hours lecture and conference; 15 hours laboratory,
Credits 3 cr

**AUD 73700 - Prevention and Identification of Hearing Loss**
Exploration of procedures to prevent the onset and minimize the development of hearing disorders; identifying individuals at risk for hearing impairment throughout the lifespan; screening individuals for hearing impairment and disability/handicap; administering hearing conservation programs.

**prereq:** courses in Diagnostic Audiology and Auditory Evoked Responses  
**coreq:** course in Audiology Electrophysiology  
**Hours** 30 hours lecture plus conference,  
**Credits** 3 cr

### AUD 74000 - Aural Habilitation

Roles and responsibilities of the audiologist in clinical and educational settings. Assessment and management of communicative function in children with hearing impairment, including those with minimal hearing loss. Development of strategies for improving speech perception skills, including usage of assistive technology.

**prereq:** Auditory Evoked Responses; Speech-Language Pathology for Audiologists; and, 2 cr of Audiology Practicum  
**coreq:** Audiology Electrophysiology  
**Hours** 30 hours lecture plus conference,  
**Credits** 3 cr

### AUD 74200 - Auditory Evoked Responses

Exploration of the theoretical bases and clinical applications of the auditory evoked potentials.

**prereq:** Audiology Electrophysiology and 2 cr of Audiology Practicum  
**Hours** 15 hours lecture and conference; 15 hours laboratory,  
**Credits** 3 cr

### AUD 74600 - Pediatric Audiology

Exploration of the effects of hearing loss on child development, prevalence of hearing loss in childhood, embryology, genetic issues, development of auditory function, hearing and balance disorders in children, pediatric audiology assessment battery, pediatric considerations in amplification, assessment of special populations.

**prereq:** Amplification I, Auditory Evoked Responses and 2 cr of Audiology Practicum  
**coreq:** Audiology Electrophysiology, Prevention and Identification of Hearing Loss  
**Hours** 30 hours lecture plus conference,  
**Credits** 3 cr

### AUD 74800 - Amplification II

Advanced signal processing, verification, validation/outcome measures, pediatric amplification fitting, noise-reduction strategies, multi-microphone/directional technology, troubleshooting/repair, hearing-aid orientation.

**prereq:** Amplification I and 2 cr of Audiology Practicum  
**Hours** 15 hours lecture and conference; 15 hours laboratory,  
**Credits** 3 cr

### AUD 75000 - Counseling
Contemporary theories of counseling. Application of principles and methods to problems faced by individuals with communication, hearing, vestibular and tinnitus disorders and their families. Counseling strategies to maximize individual's ability to understand, adapt and cope with his/her disorder.

*prereq: Diagnostic Audiology*
*Hours 30 hours lecture plus conference,*
*Credits 3 cr*

**AUD 76000 - Medical Audiology**

Medical and audiological aspects of hearing and balance disorders, including issues in genetics, otologic assessment and treatment, and use of imaging studies.

*prereq: Auditory Evoked Responses and 2 cr of Audiology Practicum*
*coreq: Audiology Electrophysiology*
*Hours 30 hours lecture plus conference,*
*Credits 3 cr*

**AUD 76300 - Vestibular and Tinnitus Evaluation and Management**

Investigation of balance tests including electronystagmography, posturography, and rotary chair; vestibular rehabilitation; electrophysiologic and behavioral techniques for the assessment of tinnitus; tinnitus management.

*prereq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology, Diagnostic Audiology, Auditory Evoked Responses, Audiology Electrophysiology*
*Hours 30 hours lecture plus conference,*
*Credits 3 cr*

**AUD 76500 - Audiologic Research Proposal**

Critiquing of research and the development of individual research proposals. Development of Institutional Review Board (IRB) application.

*prereq: Introduction to Research Methods and completion of 45 Au.D. credits*
*Hours 30 hours lecture plus conference,*
*Credits 3 cr*

**AUD 76700 - Amplification III**

Advanced programming. FM fitting and evaluation; special fittings; developing technologies; current research in amplification.

*prereq: Amplification I and 2 cr of Audiology Practicum*
*Hours 15 hours lecture and conference; 15 hours laboratory,*
*Credits 3 cr*

**AUD 77000 - Cochlear Implants and other Sensory Aids**

Effects of electrical stimulation on the auditory system; exploration of candidacy, principles of signal processing, and audiologic management for children and adults who use cochlear implants and other sensory aids.
prereq: courses in Anatomy & Physiology of the Audio-Vestibular System; Acoustics and Psychoacoustics; Speech-Language Sciences; Physiological Acoustics; Instrumentation in Audiology, Amplification
Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 77200 - Auditory Processing Disorders: Assessment and Treatment

Relevant neuroanatomy and physiology of auditory pathways; behavioral and physiological assessment techniques and management procedures for children and adults with auditory processing disorders.

prereq: Auditory Evoked Responses; Auditory Electrophysiology, Speech-Language Pathology for Audiologists, Pediatric Audiology, Audiologic Habilitation and 2 cr of Audiology Practicum
Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 77400 - Hearing and Aging

Examination of the biological, physiological and sociological changes accompanying the aging process; protocols for evaluating and treating older adults with hearing impairment.

prereq: courses in Diagnostic Audiology and Anatomy & Physiology of the Audio-Vestibular System; Auditory Electrophysiology; Communication Skills of Adults with Hearing Loss
Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 77600 - Seminar in Professional Practice - Business Practices

Issues of a professional nature that impact on the practice of audiology. Topics include licensure, accreditation/certification, quality assurance, reimbursement, establishing a private practice, professional liability, privacy/confidentiality and ethics.

prereq: courses in Diagnostic Audiology; Audiology Practicum; Audiology Seminar; Amplification ll
Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 78000 - Audiologic Research

Students, under the direction of their clinical research project committee, will carry out the proposal developed in Audiologic Research Proposal.

prereq: Audiologic Research Proposal
Hours 15 hours,
Credits 1 cr

AUD 79000 - Audiology Practicum

Clinical Practicum in assessment and management of a wide variety of hearing disorders under the supervision of an ASHA certified and New York licensed audiologist.

Hours 15 hours laboratory,
Credits 1 cr
AUD 79600 - Seminar in Audiology

Examination of ethical issues, certification standards, Center policies and procedures, infectious disease and infection control, history taking, report-writing, counseling, case studies, procedures and protocol in various settings.

*Hours 15 hours*
*Credits 1 cr*

AUD 79800 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

*Hours Conference*
*Credits 1-3 cr*

AUD 79900 - Audiology Residency

Students will be placed and supervised in setting(s), which will meet CAA standards for the certificate of Clinical Competence for the clinical residency year. Student must successfully complete this course two times.

*coreq: Audiology Residency Seminar*
*Credits 1-3 cr*
*prereq for the 1st semester of Audiology Residency: Completion of 6 credits of Audiology Practicum and 6 credits of Audiology Seminar*

COMSC 60400 - Introduction to Language Science

An introduction to the nature of language and communication. Topics include components of the linguistic system, relationship between verbal and non-verbal communication, and language acquisition across the life span.

*Hours 45*
*Credits 3*

COMSC 60700 - Phonetics of American English


*Hours 45*
*Credits 3*

COMSC 61500 - Speech and Its Production

An overview of the structure of speech and the basic mechanisms involved the production of speech sounds; a foundation for a more in-depth study of speech science and its application to clinical practice in speech-language pathology and audiology; structure and organization of the ventilatory, laryngeal, supralaryngeal and orofacial mechanisms; issues in basic speech acoustics and perception.

*Hours 45*
*Credits 3*
COMSC 62000 - Introduction to Speech-Language Pathology

Introduction to organic and behavioral correlates of human communication; its development and disorders. The influence of culture, heritage, and socioeconomic status on the disorders of voice, articulation, fluency, and language.

*Hours 45  
*Credits 3

COMSC 64000 - Introduction to Audiology

Etiology and pathology of hearing disorders, basic properties of the auditory stimulus: measurement of pure tone thresholds by air and bone conduction. Overview of the audiologist in diagnosis and management of hearing disorders.

*Hours 45  
*Credits 3

COMSC 70000 - Introduction to Research Methods

Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

*prereq: none  
*Hours 45  
*Credits 3

COMSC 70200 - Multicultural Issues in Counseling and Communication

This course presents a multicultural perspective of counseling theories, techniques and strategies for persons with disorders and their families. It addresses the impact of cultural, ethnic, gender, socioeconomic and individual variations in culturally appropriate delivery of services to individuals with speech-language disorders as well as those acquiring English as a second language.

*prereq: COMSC 72000  
*Hours 45  
*Credits 3

COMSC 70300 - Professional Practice in Educational Settings

The multifaceted role of the speech language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

*prereq: COMSC 72000
COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics

A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

prereq: COMSC 70800
Hours 45  
Credits 3

COMSC 70600 - Summative Project I

The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

prereq or coreq: none
Hours 30  
Credits 2

COMSC 70700 - Summative Project II

COMSC 70600 and 70700 are designed to facilitate the completion of a summative project. Students are intended to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

prereq or coreq: none
Hours 30  
Credits 2

COMSC 71100 - Models of Language

Designed to further the understanding of the nature of language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. The student will gain exposure to an interdisciplinary approach to the notion of language learning.

prereq: none
Hours 45  
Credits 3

COMSC 71200 - Neural Processes of Communication
Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

**prereq:** none  
**Hours** 45  
**Credits** 3

**COMSC 71500 - Communication Processes Related to Aging**

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

**prereq:** COMSC 70800, 75300  
**Hours** 45  
**Credits** 3

**COMSC 71600 - Phonological Development and Disorders**

Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

**prereq:** COMSC 72000  
**Hours** 45  
**Credits** 3

**COMSC 71700 - Language Disorders in Children**

Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by Federal Law; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school, and community settings.

**prereq:** COMSC 71100  
**Hours** 45  
**Credits** 3

**COMSC 71800 - Language and Literacy Disorders in School-Age Children**

The impact of language disorders in school-age children and adolescents on their acquisition of academic skills required for the development of literacy skills and written language (reading, spelling and writing); cognitive and social aspects of communication; formal and informal assessment; collaborative management strategies; cultural diversity issues.

**prereq:** COMSC 71100  
**Hours** 45  
**Credits** 3
COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

Normal and abnormal swallowing function across the lifespan, clinically known as dysphagia; evaluation, management, and treatment of dysphagia across various neurological, mechanical, and esophageal conditions in infants, children and adults will be emphasized. Interpretation of modified barium swallow (MBS) and fiberoptic endoscopic evaluation of swallow (FEES) studies as well as non-oral options for nutrition/hydration will be addressed.

Hours 60
Credits 4

COMSC 72000 - Clinical Methods in Speech-Language Pathology

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

coreq: COMSC 70000, 70800, 71100, 71200
Hours 45
Credits 3

COMSC 72200 - Fluency Disorders

Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 70800, 71200
Hours 30
Credits 2

COMSC 72300 - Studies in Bilingualism

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45
Credits 3

COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders

Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children, and adults; assessment and therapeutic
management strategies in social, educational and vocational settings.

prereq: none
Hours 60
Credits 4

COMSC 72500 - Developmental Motor Speech and Swallowing Disorders

Diagnosis and management of childhood dysarthrias, developmental apraxia of speech and related disorders of swallowing.

prereq: COMSC 70800, 71200
Hours 45 hrs,
Credits 3 cr

COMSC 72600 - Adult Neurogenic Communication Disorders

Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.

prereq: COMSC 71200
Hours 45 hrs,
Credits 3 cr

COMSC 72700 - Voice Disorders

The identification, assessment, diagnosis, and management of dysphonia and related laryngeal disorders; an overview of the functional, congenital, psychogenic, trauma-related, organic and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in the assessment of phonatory disorder is discussed and a survey of treatment techniques and strategies for voice patients is discussed. An off-campus trip to an ENT/voice lab in the metropolitan area will be scheduled for later in the semester.

prereq: COMSC 70800, 71200
Hours 30
Credits 2

COMSC 72800 - Clinical Practicum in Speech-Language Pathology

First-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 72000, 73300
Credits 1 cr

COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1
Second-year fall semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

prereq: COMSC 73300
coreq: COMSC 73600
Credits 1 cr

COMSC 72904 - Clinical Practicum in Speech-Language Pathology 1

for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 73300
coreq: COMSC 73600
Credits 1

COMSC 73000 - Cleft Palate and Craniofacial Disorders of Speech

Broad spectrum of velopharyngeal incompetence, including embryogenesis, classification of clefts, aspects of cleft palate speech, associated disorders, modes of formal and informal assessment and intervention strategies within the home, school, hospital and work environments; current surgical and prosthetic management of cleft lip, palate and related craniofacial disorders; impact on learning and literacy acquisition.

prereq: COMSC 70800, 71200
Hours 45 hrs,
Credits 3 cr

COMSC 73100 - Assessment and Management of Speech, Voice, and Swallowing Following Surgical Intervention for Head and Neck Cancer

Assessment and management of surgically based swallowing disorders in children, adolescents and adults; rehabilitation of speech, voice following oral and laryngeal surgery including the use of speech aids.

prereq: COMSC 70800, 71200
Hours 45 hrs,
Credits 3 cr

COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment

This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.
COMSC 73500 - Clinical Methods in Speech-Language Pathology: Reading and Dyslexia

This clinical seminar addresses typical processes of reading across the life span including pre-literacy skills. Reading disorders in children and adults are discussed; differential diagnosis; therapeutic intervention; the role of the speech-language pathologist in the educational setting; collaboration among reading professionals, school-based curriculum and neuro-rehabilitation.

Hours 3 hrs
Credits 3 cr.

COMSC 73600 - Clinical Seminar in Speech-Language Pathology 1

Assessment measures and intervention strategies for individuals with disorders of speech and language across the lifespan; development of professional oral and written communication skills.

prereq: COMSC 73300
Hours 30 hrs,
Credits 2 cr

COMSC 73700 - Clinical Methods in Speech Language Pathology: Developmental Disabilities and AAC

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Developmental Disabilities (DD) (intellectual disability, autism spectrum disorders, cerebral palsy, and others) & Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of assessment, diagnostic intervention planning & implementation, data-collection & interpretation, and follow-up assessment for monitoring progress across the lifespan in individuals with developmental disabilities. Presentation of no-tech (unaided communication), low-tech, mid-tech and high-tech AAC supports will be made available.

Hours 4 hrs
Credits 4 cr.

COMSC 73800 - Communication and Developmental Disabilities

This course surveys the communication status of individuals with developmental disabilities (i.e., intellectual disability, autism spectrum disorder, and cerebral palsy) with a focus on evidence-based assessment and intervention practices across the life span.

prereq: none
Credits 3

COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2
Second-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

**COMSC 73904 - Clinical Practicum in Speech-Language Pathology 2**

For students in the bilingual extension, designates a special section of COMSC 73900 for practicum with Spanish-speaking children eligible for bilingual services.

**COMSC 75200 - Audiology for Speech-Language Pathologists**

This course provides an overview of topics in audiology that are highly relevant to the professional in speech-language pathology. Specifically, identification, assessment and management of individuals across the life span (newborns through older adults) who have hearing loss and auditory processing disorders and disabilities are topics covered. Particular emphasis will be on the role of speech-language pathologists in aural rehabilitie processes including cochlear implant use and other assistive technologies. Roles and responsibilities of the speech-language pathologist working with professionals in other disciplines as delineated in the Scope of Practice for the profession and the Code of Ethics of the American Speech-Language-Hearing Association are similarly reviewed.

**COMSC 77100 - Summer Clinical Practicum in Speech-Language Pathology 1**

First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

**COMSC 77200 - Summer Clinical Practicum in Speech-Language Pathology 2**

Second year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, adolescence, as well as with adults.
prereq: COMSC 77100
Credits 1 cr

**COMSC 78100 - Independent Study**

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

*prereq: completion of 24 cr. minimum
Hours Hours to be arranged
Credits 2 cr*

**COMSC 78200 - Independent Study**

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

*prereq: completion of 24 cr. minimum
Hours Hours to be arranged
Credits 2 cr*

**COMSC 79000 - Special Topics in Speech-Language Pathology or Audiology**

*Hours 45 hrs,
Credits 3 cr*

**COMSC 79600 - Special Problems**

Directed study under supervision of faculty members. For doctoral credit, must be supervised by member of doctoral faculty.

*Hours 45 hrs,
Credits 3 cr*

**COMSC 79900 - Thesis Seminar**

Individual research under supervision.

*Hours Hours to be arranged
Credits 3 cr*

**School of Social Work**

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<th>Degree</th>
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<tr>
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<td>MSW</td>
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<td>Infant and Parent Development and Early Intervention with Bank Street College of Education</td>
<td>MSEd (Bank Street)/MSW(Hunter)</td>
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School of Social Work Faculty

Miriam Abramovitz, Bertha Capen Reynolds Professor; DSW, Columbia; Social Welfare Policy, Women's Issues, Activism among Low Income Women

Robert Abramovitz, Distinguished Lecturer; MD, Wayne State, PhD, Yale; Child Trauma; Children's Mental Health and Development

Samuel R. Aymer, Assistant Professor; PhD, NYU; Clinical Practice; Family Violence and Urban Adolescent Males; Intimate Partner Abuse

James A. Blackburn, Professor; PhD, Wisconsin-Madison; Gerontology; Human Development across the Life-Span; Organization Management

Martha Bragin, Associate Professor; PhD, NYU; Psychosocial Re-integration of Populations Affected by Armed Conflict; Disaster and Community Violence; International Social Work, Child Welfare

Stephen Burghardt, Professor; PhD, Michigan; Community Organizing; Community Building & Social Capital Formation; Anti-Oppressive and Restorative Social Work Practice; Models of Transformative Leadership; Child Welfare

Mary M. Cavanaugh, Associate Professor; PhD, Pennsylvania; Intimate Partner Violence; Prevention for Males at Risk for Violence; Mental Health

Irene Chung, Associate Professor; PhD, NYU; Cross Cultural Clinical Practice; Mental Health; Asian Immigrant Mental Health

Elizabeth Ann Danto, Professor; PhD, NYU; Socio-Cultural History, Psychoanalysis; Post-Modern Approaches to Social Work

Anthony DeJesus, Assistant Professor; EdD, Harvard; Immigration, Dominican Families in the United States; School-Based Social Work; Childhood Development Disorders, e.g. Autism Spectrum Disorders

Patricia L. Dempsey, Associate Professor; DSW, International University for Graduate Studies; Child Welfare Policy, Practice and Program Development; Adolescent Sexuality; Clinical Practice with Urban Youth and Families

Sarah-Jane (SJ) Dodd, Associate Professor; PhD, Southern California; Social Welfare Policy; Ethics; LGBT Issues

Ilze Earner, Associate Professor; PhD, Columbia; Child Welfare, Immigrants, Cultural Competency

Irwin Epstein, Helen Rehr Professor of Applied Research; PhD, Columbia; Practice-Research Integration; Clinical Data-Mining; Program Evaluation, Social Work Professionalization

Michael Fabricant, Professor; PhD, Brandeis; Political Economy and Culture of Non-Profit Organizations; Homelessness; Community and Labor Organizing; Urban Public Organization

Kristin M. Ferguson-Colvin, Associate Professor; PhD, University of Texas at Arlington/Autonomous University of Nuevo Leon; Homeless and Street-living Youths; Vocational Intervention Development with Homeless Youths; Social Enterprises; International Social Work and Social Development; Social Capital

Daniel S. Gardner, Associate Professor; PhD, Columbia; Families and Older Adults; Practice and Policy in Health and Mental Health; Palliative and End-of-Life Care
Caroline Rosenthal Gelman, Associate Professor; PhD, Smith; Latino Older Adults and Caregivers; Use of Technology in Pedagogy

Nancy Giunta, Assistant Professor; PhD, UC Berkeley; Community Organization; Older Adults

Manny Gonzalez, Associate Professor; DSW, Adelphi; Clinical Practice; Children's and Adult Mental Health; Psycho-Social Treatment of Urban Children and Adolescents; Health and Mental Health of Hispanics

Harriet Goodman, Associate Professor; DSW, CUNY; Social Group Work; Evidenced-Based Practice; Criminal Justice; Child Welfare; Teaching through Technology

Bernadette Hadden, Assistant Professor; PhD, Columbia; HIV/AIDS, Cognitive-Behavioral Skills-Building Group-Based HIV Prevention; Health and Mental Health; the Elderly

Dan Herman, Professor and Associate Dean for Scholarship and Research; PdD, Columbia; Mental Health Services Research; Intervention Research; Severe Mental Illness; Homelessness

Paul A. Kurzman, Professor; PhD, NYU; Occupational Social Work Policy and Practice; Professional Ethics and Risk-Management; Licensure; Organizational Theory; Management and Administration

Kenny Kwong, Assistant Professor; PhD, CUNY; Health Disparities; Culture, Immigration, Health and Mental Health Practices in the Asian American Community; Capacity Building, Asset-Mapping and Community Collaboration

Marina Lalayants, Assistant Professor; PhD, CUNY; International Social Work and Social Policy; Organization Management and Leadership; Program Evaluation

Michael A. Lewis, Associate Professor; PhD, CUNY; Social Policy; Quantitative Methods

Annette M. Mahoney, Assistant Professor; DSW, CUNY; Survivors of Trauma; Caribbean Immigrant Adolescents and Families; Incarcerated Women

Gary Mallon, Professor; DSW, CUNY; Child Welfare Policy and Practice; Practice with LGBT Populations; Animal-Assisted Therapy

Terry Mizrahi, Professor; PhD, Virginia Commonwealth; Community Organizing and Development; Health Policy and Services; Collaborations and Coalition-Building

Jacqueline B. Mondros, Professor and Dean; DSW, Pennsylvania; Urban Neighborhoods; Social Work Pedagogy, Social Work Leadership

Carmen Morano, Associate Professor; PhD, Florida International; Alzheimer's Disease Caregivers; Aging in the Urban Environment; Social Work Interventions for Older Adults with Chronic Health Conditions

George Patterson, Associate Professor; PhD, SUNY-Buffalo; Police Social Work; Criminal Justice; Cognitive and Behavioral Coping Strategies

Ana Paulino, Associate Professor; EdD, Columbia; Clinical Practice; School-Based Social Work; Immigration; Children, Youth and Families; Childhood Developmental Disorders, e.g. Autism Spectrum Disorders

Juan B. Pena, Associate Professor; PhD, Columbia University; Global Health and Mental Health; Adolescent Health and Mental Health; Health and Mental Health of Immigrants; Suicide

Jonathan D. Prince, Assistant Professor; PhD, UC Berkeley; Mental Health; Older Adults

Judith Rosenberger, Professor; PhD, Michigan; Development, Psychopathology, Psychodynamics; Brief Treatment
Anthony Sainz, Associate Professor; DSW, Columbia; Spirituality and Healing; Substance Abuse; Cross-Cultural Practice and Research

Andrea Savage, Associate Professor and Associate Dean for Academic and Faculty Affairs; PhD, Michigan; Human Service Organizations; Sub stance Abusing Women, Trauma and Co-Occurring Disorders

Roger J. Sherwood, Associate Professor; DSW, Columbia; Trauma and Post Traumatic Stress Disorder; Veterans and PTSD; Addictions and Recovery

Willie F. Tolliver, Associate Professor; DSW, CUNY; Human Diversity and Cultural Competence; Anti-Oppressive and Restorative Practice; Leadership Development; Spirituality

Deborah L. Tolman, Professor; EdD, Harvard; Adolescent Sexuality; Gender Development; Gender Equity; Research Methods

Roderick J. Watts, Professor PhD, Maryland; Sociopolitical development and activism, manhood development; Psychoeducational interventions; Social identity; Qualitative/action research methodology

School of Social Work: Tuition Assistance

Loans and Scholarships from the Dorothy and Alfred Silberman Fund are the principal source of tuition assistance available to students at the School of Social Work. These grants are based primarily on financial need. In addition, various public and voluntary agencies and foundations provide some assistance in the form of scholarships and stipends. Inquiries concerning School of Social Work sponsored financial assistance should be addressed to The Enrollment Management Office, Silberman School of Social Work at Hunter College, 2180 Third Avenue, 7th Floor, New York, NY 10035.

School of Urban Public Health

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School of Urban Public Health Courses

School of Urban Public Health

About the School

Hunter College's School of Urban Public Health educates students to contribute to improving urban health by addressing problems such as HIV, substance abuse, asthma, obesity, under-nutrition, violence, heart disease and cancer. The School offers undergraduate programs in Community Health and in Nutrition. Hunter's School of Urban Public Health shares an eight-story, 147,000-square-foot green building on Third Avenue between East 118th and 119th Streets with the Silberman School of Social Work at Hunter College. Faculty, staff and students from both schools work closely with community organizations and health and social service agencies in East Harlem to strengthen existing and create new approaches to improving the well-being of East Harlem and other low-income communities.
The MS degree in Nutrition is designed for individuals seeking to attain the RD credential. The MS in Nutrition is an accredited didactic program in dietetics (DPD), completion of which certifies eligibility to apply for a dietetic internship.

The Accelerated BS/MS is for third year NFS majors who are interested in completing their degree and then continuing at Hunter to obtain a master's degree and verification statement (students will be provisionally accepted into the program in their junior year but must maintain grade requirements to matriculate into the MS-DPD program). This accelerated pathway provides the opportunity for undergraduate students to remain at Hunter for their graduate coursework providing students the opportunity for academic acceleration to a graduate degree.

What can I do with my degree in Nutrition and Food Science?

Graduates of the NUTR-MS program may work as nutritionists in a wide variety of health care facilities including hospitals and public health agencies. Since the MS-Nutrition curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the credentialing arm of the American Dietetic Association (ADA), the program will qualify students from the BS/MS accelerated track to apply for Dietetic Internships and continue their professional preparation for the Registered Dietitian (RD) credential.

Accreditation

The NUTR-MS is a didactic program in dietetics (DPD), accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation of Dietetics Education (CADE), the accrediting agency of the Academy of Nutrition and Dietetics. The Dietetic Internship is also accredited by ACEND. Both the DPD and DI programs are designed for individuals seeking to become eligible to sit for the national registration examination in dietetics to become credentialed as a Registered Dietitian (RD).

Programs and Courses

Programs and Courses in Nutrition

Administration

Campus Director
Khursheed Navder, PhD, RDN, FAND
Room 612, (212) 396-7775
knavder@hunter.cuny.edu

Silberman Campus
2180 Third Avenue (119th Street and Third Avenue, 5th floor)
New York NY 10035
http://www.hunter.cuny.edu/uph

For information, contact:
Nzinga Ajani
Silberman 5th floor
Dean's Suite
212 396 7729 -or-
http://www.hunter.cuny.edu/uph

Faculty
Faculty of School of Urban Public Health

**BIOS 75000 - Applied Biostatistics I**

A follow up course to PH 7500/75100 and PH 75200/75300, covering intermediate-level statistical methods commonly used in public health research. Topics include: simple and multiple linear regression; logistic regression; residual analysis; variable selection. Focus on practical applications, utilizing statistical software.

*Cross-listed STAT 75000*

*prereq: PH 7500 or 75100 and PH 75200 or 75300*

*Credits 3*

**BIOS 75100 - Applied Biostatistics II**

A follow up course to BIOS 75000, covering intermediate and advanced statistical methods commonly used in public health research. Topics include: log linear and generalized linear models; random and mixed effects models; survival analysis. Focus on practical applications utilizing statistical software.

*Cross-listed STAT 75100*

*prereq: BIOS 75000*

*Hours 3 hrs*

*Credits 3 cr.*

**BIOS 75200 - Analysis of Categorical Data**

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression and log-linear models.

*Cross-listed STAT 75200*

*prereq: BIOS 75000*

**BIOS 75300 - Analysis of Longitudinal Data**

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal & random effects models, time-dependent covariates, missing values.

*Cross-listed STAT 75300*

*prereq: BIOS 75000*

**BIOS 75400 - Design and Analysis of Complex Surveys**

This course provides an introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

*Cross-listed STAT 75400*

*prereq: BIOS 75000*

**BIOS 75500 - Survival Analysis**
An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data, using case studies.

*Cross-listed* STAT 75500  
*prereq:* BIOS 75000

**BIOS 75600 - Data Analysis**

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics include: data summaries; transformations; the jackknife and resampling schemes; robust estimation; and robust regression methods.

*Cross-listed* STAT 71600  
*prereq:* BIOS 75000

**BIOS 75800 - Analysis of Variance**

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics including: one, two and many way layouts; decomposition and partitioning of variance; fixed, random, and mixed effects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

*Cross-listed* STAT 71800  
*prereq:* BIOS 75000

**BIOS 77000 - Topics in Biostatistics**

Courses on current topics in biostatistics.

*Offered periodically*

**BIOS 77001 - Applied Biostatistics III**

An advanced biostatistics course that focuses on mixed models, GEE for analysis of correlated data, management of missing data and imputation, propensity scoring, and causal inference.

*prereq:* BIOS 75100 and EPI 75100  
*Credits* 3

**COMHE 75000 - Community Health Assessment**

This course prepares students to collect and analyze data on community health from a variety of sources, to identify problems and assets, and to develop objectives for community health interventions.

*prereq:* PH 75500  
*Hours* 45  
*Credits* 3

**COMHE 75100 - Community Health Interventions**

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.
prereq: PH 75500, COMHE 75000

Credits 3

COMHE 75200 - Community Organizing and Development for Health

Prepare students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

prereq: PH 75500, COMHE 75000, COMHE 75100
Credits 3

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.
Credits 3 cr

COMHE 75400 - Research and Evaluation for Community Health

Basic concepts, methods and approaches for evaluation research applied to community health education and health-related programs through a critical review of literature and a program evaluation design.

prereq: 15 cr in program incl PH 75000 or PH 75100, PH 75500, COMHE 75000, COMHE 75100, COMHE 75200
Credits 3 cr

COMHE 77000 - Topics in Community Health Education

Courses on current topics in community health education.

offered periodically

COMHE 77025 - Maternal and Child Health

This course explores maternal and child health issues both domestically and internationally.

Credits 3

EOHS 70200 - Introduction to Occupational Safety and Health

Introduction to basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards, and the regulations governing these hazards.

Credits 3

EOHS 70500 - Environmental Chemistry
Survey of chemical and physical concepts essential for understanding environmental and occupational health sciences, including study of the atmosphere, air and water pollution, and energy resources. Physical principles of heat and energy, and radioactivity will be discussed.

_Credits 3_

**EOHS 71000 - Industrial Safety and Safety Management**

Fundamental concepts and principles of industrial accident prevention and loss control; safety program organization; hazard recognition and evaluation; accident investigation; machine guarding; tire protection; personal protective equipment.

_Credits 3_

**EOHS 74100 - Environmental and Industrial Hygiene Laboratory**

Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.

 prerequisites or corequisites: EOHS 70500  
 Hours 90 hrs lec and lab,  
 Credits 4 cr

**EOHS 74300 - Air Resource Management**

Air pollution sources, types of pollutants, transport phenomena, effects on health and on vegetation and materials; air quality monitoring, criteria, standards, and control methods.

_Credits 3_

**EOHS 74500 - Hazardous Waste Management**

A review of the sources, transportation and control of hazardous chemical wastes. Regulatory requirements, disposal methods and health effects will also be presented.

_Credits 3_

**EOHS 74600 - Water Resources**

Water and waste water technology related to public health. Sources of water supply, distribution, treatment, chemical, biological and physical water pollutants and their health consequences. Review of federal legislation. Field trip to waste water treatment plant.

**EOHS 74700 - Hazard Evaluation and Instrumentation**

An introduction to instrumental methods used to assess environmental and occupational health hazards. Principles and operation of commonly used direct reading instruments and demonstration of their application.

 prerequisites: PH 75000 or 75100, EOHS 70200, EOHS 70500  
 Credits 3
**EOHS 75400 - Environment and Occupational Toxicology**

Introduction to principles of toxicology with emphasis on environment and occupational aspects. Systematic review of the toxicology of major organ systems; health effects of categories of toxins, such as solvents and metals; and review of toxicological testing and evaluation.

prereq: PH 75400 and EOHS 70500  
Credits 3

**EOHS 75500 - Industrial Ventilation and Indoor Air Quality**

Advanced course. This course covers the fundamentals of design, operation and evaluation of air moving systems for local and dilution exhaust ventilation systems. Engineering controls are the preferred method for the control of airborne hazards in the workplace.

prereq: EOHS 70200 and PH 75400 or permission of the instructor  
coreq: EOHS 70200 and PH 75400 with permission of the instructor  
Hours 3 hrs  
Credits 3 cr.

**EOHS 75700 - Principles of Industrial Hygiene**

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500  
Credits 3

**EOHS 75900 - Industrial Processes and Plant Visits**

A review of major industrial processes and health hazards associated with each. Includes site visits to metropolitan NY industrial facilities during working hours.

prereq: EOHS 75700  
Credits 3

**EOHS 76200 - Noise and Radiation Hazards and Controls**

Introduction to basic concepts of sound, noise measurement, and noise control in community and occupational environments. Health and safety problems involved with the use of ionizing and non-ionizing radiation, with an emphasis on identification and control.

prereq or coreq: EOHS 70500  
Credits 3

**EOHS 76500 - Environmental Audits and Remediation**

Introduction to environmental investigation and remediation technologies commonly used in professional practice. Presents proper practices for assessing and remediating asbestos, lead-based paint, indoor air quality, and underground storage tanks situations and Phase I site audits.
EOHS 77000 - Topics in Environmental and Occupational Health Sciences

Courses on current topics in environmental and occupational health sciences.

Offered periodically.

EOHS 77025 - Topics: Biohazards and Emergency Response

This cross-listed undergraduate/masters class covers the biology of microorganisms and toxins most frequently considered in perpetrated attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, emergency communication, and prevention. In addition to classroom activities, students participate in group projects to simulate bioterrorism events and responses: government regulation, chain of evidence, and related topics are covered.

Cross-listed MLS 40066
Hours 3
Credits 3

EOHS 77500 - Indoor Air Quality

A review of sources indoor air pollution and its evaluation and control. Topics include assessment techniques, air sampling, HVAC assessment and remediation approaches.

Credits 3

EPI 75000 - Epidemiologic Methods I: Study Research Design

This course will provide an in depth understanding of the design and conduct of epidemiological studies, including causal inferences, measurement, major study designs, threats to validity, and urban public health applications. Examples will be based on the health of New York City residents. Prereq:

Cross-listed GC PH 82000
prereq: PH 75100, PH 75300
Credits 3

EPI 75100 - Epidemiologic Methods II: Survey and Research Methods

This course will provide students with an understanding of the methods used to test research hypotheses; tools for selecting statistical tests appropriate for the particular study design and research hypotheses; and an ability to recognize the importance and impact of threat to validity such as confounding and bias. This course will also cover survey methods used in epidemiologic research.

Cross-listed GC PH 82100
prereq: EPI 75000
Credits 3

EPI 75200 - Applied Research: Data management and analysis
This course provides students with the opportunity to apply epidemiological and statistical concepts using several datasets to answer a given research question and test the hypotheses associated with it.

**prereq:** BIOS 75100, EPI 75100 or instructor's permission  
**Credits** 3

**EPI 75300 - Clinical Trials and Experimental Design**

This course provides students with the basic foundation of experimental design, with a focus on clinical trials (single and multi-center), intervention trials, and quasi experimental design, particularly in the field of public health. The strengths and limitations of these approaches in comparison with related observational epidemiologic studies will also be covered. Specific topics to be discussed include design options (sampling, treatment allocation, cluster randomization), sample size and power considerations, adverse event monitoring, and statistical analysis of trial data.

**prereq:** PH 75000/75100 and PH 75200/75300  
**Credits** 3

**EPI 75400 - Social Epidemiology**

This course will introduce public health and other interested graduate students to the sub-discipline of social epidemiology, including theory and methods. Specifically, students will gain an understanding of how an individual's interactions with factors associated with the social fabric of the society affect and shape health outcomes. This class will also examine the etiology and prevention of disease within both ecological (multi-level) and multidisciplinary frameworks.

**prereq:** PH 75000 or 75100, PH 75200 or 75300

**EPI 75500 - Epidemiology of Chronic Diseases**

This course provides students with epidemiological background information for the most common chronic disease conditions. In addition, the course provides students with hands on experience to characterize the frequency and impact of chronic diseases and their risk factors in New York City (NYC) using public data available through the Department of Health and Mental Hygiene.

**prereq:** PH 75000 or 75100, PH 75200 or 75300

**EPI 75600 - Epidemiology of Infectious Diseases**

This course will examine the role of epidemiology in understanding transmission, surveillance and control of infectious diseases. Special focus will be on emerging infectious diseases in urban settings.

**prereq:** PH 75000 or 75100, PH 75200 or 75300  
**Offered periodically.**

**EPI 75700 - Reproductive and Perinatal Epidemiology**

This course covers current research, controversial issues, and methodological problems in the epidemiology of male and female reproduction and perinatal health. Topics include: epidemiology of fertility and infertility, contraception and hormone usage, reproductive cancers and other diseases, pregnancy complications, maternal mortality, adverse pregnancy outcomes and birth defects.
EPI 75800 - Nutritional Epidemiology

This course teaches concepts and principles used in nutritional epidemiology. It provides skills required to critically evaluate dietary assessment methodology and reviews current topics in nutritional epidemiology. In addition, the role of nutrition in health and how this applies to public health is discussed.

Cross-listed GC PH 81200
prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75900 - Environmental and Occupational Epidemiology

Using a case study approach, this course will explore epidemiologic methods for studying environmentally and occupationally related diseases. Key methodologic issues, such as exposure and outcome assessment, cumulative and multiple exposures, exposure pathways, research ethics, and policy implications of epidemiological findings will also be discussed. The focus will be on the environmental and occupational health of urban populations.

prereq: PH 75000 or PH 75100, PH 75200 or 75300, PH 75400

EPI 76000 - Modeling and Making the Most of your Data with R

This course will provide students with a toolkit for making the most of their data using R when appropriate. This course will consolidate many of the skills previously taught in data analysis and modeling. It will focus on the practical application of these skills throughout the lifecycle of a research project, and provide illustrations and applications of relevant techniques in R. It will provide grounding in the use of R.

prereq: EPI75100 (Epidemiological Methods II) and BIOS75100 (Applied Biostatistics II)
Open to MPH and EOHS-MS or departmental permission.
Hours 3 hrs
Credits 3 cr.

EPI 76100 - Psychiatric and Mental Health Epidemiology

An introduction to the epidemiology of mental health and mental illness. This course takes an explicit epidemiologic perspective, focusing on the study of the burden and determinants of mental illness. It reviews the extant literature on the epidemiology of specific disorders and evaluates studies that investigate risk factors for mental illness. We will consider methodologic challenges involved in the study of mental health and illness such as limitations to diagnostic techniques and screening instruments and issues surrounding co-morbidity. The course will also address the social consequences of mental illness, and consider how we may apply epidemiologic methods to promoting psychological wellbeing in the general population.

prereq: EPI 75000 (Epidemiological Methods I) or equivalent
Open to MPH and EOHS-MS or departmental permission.
recommended prereq or coreq: experience with statistical software (e.g., SPSS, SAS or STATA) preferred but not required
Hours 3 hrs
Credits 3 cr.

EPI 76200 - Life Course Epidemiology
Provides a theoretical framework as to how life-course exposures affect vulnerability to disease, knowledge about life course influences on selected diseases and the implications for prevention and control. This course will also consider how intra- and inter-generational influences may be relevant to disparities in health. Readings will address empirical patterns, prevailing theories and controversies regarding life course influences, as well as addressing interventions or policies that may be applied to improve population health.

prereq: EPI 75000 (Epidemiological Methods I)
Open to MPH and EOHS-MS or departmental permission.
Hours 3 hrs
Credits 3 cr.

EPI 76300 - Public Health Surveillance

Public health surveillance is the fundamental mechanism that public health agencies use to monitor the health of the communities they serve. It is a core function of public health practice, and its purpose is to provide a factual basis from which agencies can appropriately set priorities, plan programs, and take actions to identify and reduce disparities, promote, and protect the public's health. This course will cover the principles of public health surveillance, including historical context, vital registration, disease reporting regulations and notifiable diseases, surveillance registries, surveillance for behaviors and risk factors, administrative data sources in surveillance, epidemiologic uses of surveillance data, legal and ethical issues, and dissemination of surveillance information.

prereq: PH 75300 (Principles of Epidemiology), PH 75200 (Introduction to Epidemiology), PH 75100 (Principles of Biostatistics), PH 75000 (Introduction to Biostatistics)
Open to MPH and EOHS-MS or departmental permission.
Hours 3 hrs
Credits 3 cr.

EPI 76400 - Epidemiology Methods III

This course exposes students to intermediate methods in epidemiologic research and provides students with an opportunity to consider how these strategies complement and advance the more commonly used strategies. Doctoral and master's students will apply these concepts and theoretical knowledge to quantitative analyses using different types of epidemiologic data. Emphasis will be placed on developing practical skills relevant to contemporary epidemiologic research. Students will explore individual-level exposure-disease associations using classic study designs and techniques, as well as more recent methods that shift away from identifying individual risk factors for disease causation to the description and analysis of environmental systems that give rise to both exposures and health states. Students will also examine potential mediators of these relations.

prereq: EPI 75100 (Epidemiological Methods II) and BIOS 75100 (Applied Biostatistics II)
Open to MPH and EOHS-MS or departmental permission.
Hours 3 hrs
Credits 3 cr.

EPI 77000 - Topics in Epidemiology

Courses on current topics in epidemiology.

Offered periodically.

EPI 77005 - Epidemiological Methods IV
This seminar is intended to help students integrate the concepts and methods of epidemiologic research with specific inquiry directed at understanding and improving the health of urban populations. This seminar requires students to develop proposals for epidemiologic research, identify strategies for data analysis that incorporate the lessons learned in Epidemiology Methods courses I, II, and III, and to examine the application of those strategies to existing research. This course helps to "bring together" the epidemiology theory and methods that have been discussed throughout the rest of curriculum with the particular exigencies of urban public health.

prereq: EPI 75000/77000 or PUBH 82200 (CUNY Graduate Center)
Credits variable credits

EPI 77200 - Topics Emerging in Epidemiology

This short course brings leading experts into classrooms to teach emerging methods in epidemiology, study controversial topics, or provide a rapid immersion into a specialized topic. Each course combines didactic teaching with applied hands-on training.

prereq: PH75000 (Introduction to Biostatistics)/PH75100 (Principles of Biostatistics) and PH75200 (Introduction to Epidemiology)/PH75300 (Principles of Epidemiology)
Open to MPH and EOHS-MS or departmental permission.
Hours 22.5 total; hours vary
Credits 1.5

HPM 75000 - Public Health Management

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs.

prereq: PH 75500, PH 75600

HPM 75100 - Public Health and Health Care Law

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.

prereq or coreq: PH 75500, PH 75600 or with instructor's permission for those with at least one year of health care experience

HPM 75200 - Comparative Analyses of Urban Health Care Systems

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

prereq: PH 75500, PH 75600
Students can take this course or HPM 75400

HPM 75300 - Public Health Policy Analysis
Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

*prereq: PH 75500, PH 75600*

**HPM 75400 - Public Health Advocacy**

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

*prereq: PH 75500, PH 75600*

*Students can take this course or HPM 75200*

**HPM 75500 - Health Economics**

This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.

*prereq: Recommended pre-req: PH 75500, PH 75600*

**HPM 77000 - Topics in Public Health Policy and Management**

Courses on current topics in public health policy and management.

*Offered periodically*

**NUTR 70000 - Seminar in Dietetics Practice**

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

*Open to dietetic internship (DI) students only.*

**NUTR 70100 - Pre-Professional Practice in Dietetics: Clinical**

Supervised externship in clinical dietetics and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70200 - Pre-Professional Practice in Dietetics: Food Service**

Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences.

*Open to DI students only.*

**NUTR 70300 - Pre-Professional Practice in Dietetics: Community**
Supervised externship in community nutrition and classroom discussions of readings and field experiences.

**Credits**

*Open to DI students only.*

**NUTR 70500 - Nutrition and Biochemistry**

The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetic of biochemical reactions.

**NUTR 71000 - Principles of Public Health Nutrition**

Fundamentals of nutrition in public health as they apply to health promotion and disease prevention for individuals and society, with emphasis on urban populations.

**NUTR 71500 - Food Service and Management**

An overview of good service operations and theories, functions and tasks of management

**NUTR 72000 - Community Nutrition Education**

Nutrition programs and materials for health promotion in the community.

**NUTR 72500 - Nutrition Research**

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

**NUTR 73000 - Nutritional Assessment of Urban Communities and Populations at Risk**

The collection and analysis of data for the purposes of identification of, and designing interventions for, individuals and urban populations at nutritional risk.

**NUTR 73100 - Human Nutrition and Metabolism**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

*prereq: NUTR 70500*

**NUTR 73200 - Advanced Nutrition II**

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

*prereq: NUTR 73100*

**NUTR 73300 - Nutrition and Human Development**
Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

**NUTR 73400 - Clinical Nutrition I**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73100*

**NUTR 73500 - Clinical Nutrition II**

Modifications of the normal diet in the treatment of disease, food and drug interactions.

*prereq: NUTR 73400*

**NUTR 74600 - Nutrition and Disease**

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

*coreq: NUTR 74700*

**NUTR 74700 - Advanced Nutrition and Assessment Laboratory**

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

*coreq: NUTR 74600*

**NUTR 74800 - Nutrition Assessment & Counseling**

Nutrition assessment in humans, including anthropometric, biochemical, clinical, and dietary assessment; the application of principles of communication and counseling skills.

*prereq: NUTR MS matriculant
  Hours 3 hrs
  Credits 3 cr.*

**NUTR 75600 - Food Science and the Environment**

Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

*coreq: NUTR 75700*

**NUTR 75700 - Food Science and the Environment Laboratory**

Laboratory experience with the chemical and physical properties of food components.
coreq: NUTR 75600
Credits 1

NUTR 76000 - Practicum

Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

prereq: completion of 27 credits in NUTR

NUTR 77000 - Topics in Nutrition

Courses on current topics in nutrition.

prereq: No prerequisite courses required.
Open to NUTR MS or with departmental permission
Hours 1-6
Credits Variable 1-6 credits, with a maximum of 6 credits.
Offered periodically. Variable credits.

NUTR 77100 - Topics in Nutrition II

Varied by topic. See department for description per course offering.

prereq or coreq: All NUTR-MS Plan matriculants & IPND, DI certificate, BSMS matriculants or department permission
Hours Variable 1-3
Credits Variable 1-3
repeatable course multiple times

NUTR 77200 - Topics in Nutrition II

Varied by topic. See department for description per course offering.

prereq or coreq: All NUTR-MS Plan matriculants & IPND, DI certificate, BSMS matriculants or department permission
Hours Variable 1-3
Credits Variable 1-3
repeatable course multiple times

NUTR 77300 - Topics in Nutrition II

Varied by topic. See department for description per course offering.

prereq or coreq: All NUTR-MS Plan matriculants & IPND, DI certificate, BSMS matriculants or department permission
Hours Variable 1-3
Credits Variable 1-3
repeatable course multiple times
NUTR 78000 - Capstone

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the Nutrition MS program. Students will complete either a project, research/review paper, or a manuscript.

_prereq: Completion of at least 18 credits of graduate coursework toward the MS Nutrition degree
_Hours Variable 3-6 hrs
_Credits Variable 3-6 cr. with a maximum of 6 cr.

PH 75000 - Fundamentals of Biostatistics

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

_prereq: No prerequisites required.
_Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, NUTR-MS, Nutrition BS/MS, and EOHS-MS or departmental permission.

PH 75200 - Fundamentals of Epidemiology

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

_prereq: No prerequisites required.
_Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, MS in Community/Public Health Nursing, and EOHS-MS or departmental permission.
_Hours 3
_Credits 3

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

_prereq or coreq: PH 75100
_Hours 3
_Credits 3

PH 75400 - Fundamentals of Environmental Health

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation; hazardous substances; solid wastes; food protection; and natural and human-made disasters.

_prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.
_Hours 3
_Credits 3
PH 75600 - Fundamentals of Health Policy and Management

Examination of the organization, delivery and financing of health care in the United States as it pertains to the health policy-making process, including the organization of the agencies and personnel constituting the health care system, and analysis of government structure, laws, and regulations. Theoretical concepts, practice, and implementation of health programs in organized settings, including the planning, administration, management, evaluation, and policy analysis of public health agencies and private sector managed care.

prereq: Open to MPH, MSW/MPH dual degree, MS/MPH in Community/Public Health Nursing/Urban Public Health, and EOHS-MS or departmental permission.

Hours 3
Credits 3

School of Urban Public Health: Accreditation

The Nutrition - MS is a didactic program in dietetics (DPD), accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation of Dietetics Education (CADE), the accrediting agency of the Academy of Nutrition and Dietetics. The Dietetic Internship is also accredited by ACEND. Both the DPD and DI programs are designed for individuals seeking to become eligible to sit for the national registration examination in dietetics to become credentialed as a Registered Dietitian (RD).

Silberman School of Social Work Administration

Silberman School of Social Work at Hunter College
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Associate Dean for Scholarship and Research

Dr. Gerald P. Mallon
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Assistant Dean for Finance and Administration

Andrew J. Silver, MPA
andrew.silver@hunter.cuny.edu

Silberman School of Social Work Faculty

Return to Silberman School of Social Work

Miriam Abramovitz, Bertha Capen Reynolds Professor; DSW, Columbia; History of U.S. welfare state; Impact of neoliberalism on the U.S. welfare state; Contemporary social welfare policy issues; Low income women's activism; class, race, gender and social welfare policy

Samuel R. Aymer, Associate Professor; PhD, NYU; Intimate partner abuse; Trauma/community violence; Mental health/clinical practice; The application of psychodynamic theories in clinical practice with diverse client populations; Clinical practice with men and adolescent males

Katharine Bloeser, Assistant Professor; PhD, NYU; Clinical Practice; Veterans; Trauma

Martha Bragin, Associate Professor; PhD, NYU; Psychosocial interventions that support resilience in communities affected by conflict, disaster, and adversity; Building locality-based social work capacity in countries in crisis; Participatory research methods; Developmentally and culturally informed interventions

Robyn Brown-Manning, Doctoral Lecturer; PhD, CUNY; Child welfare; Family and group social work; African American families and networks of care; African American mothers raising sons; Critical, multicultural social work

Adam Brown, Assistant Professor; PhD, Chicago; Sexual abuse prevention; The intersections of child welfare and juvenile justice; Assessment and treatment of problem sexual behaviors among youth and young adults; Clinical practice with youth and families

Stephen Burghardt, Professor; PhD, Michigan; Community organizing for the twenty-first century; Transformative models of agency leadership; Ending the macro-micro divide through mindful practice; Cultural competency and cultural humility; Child welfare, particularly improving frontline practice and issues of racial disparity/disproportionality

Mary M. Cavanaugh, Dean of the School, Associate Professor; PhD, Pennsylvania; Intimate partner violence; Prevention for males at risk for violence; Mental health

Patricia L. Dempsey, Associate Professor; DSW, International University for Graduate Studies; Child abuse and neglect treatment and prevention; Adolescent partner violence; Teen pregnancy and prevention; Clinical practice with urban youth and families; Adolescent sexuality

Diane DePanfilis, Professor; PhD, Maryland-Baltimore; Social work intervention research; Child maltreatment prevention; Implementation science; Child welfare policies, programs, and practice

Sarah Jane (S.J.) Dodd, Associate Professor; PhD, Southern California; Practice-based research and program evaluation; LGBT policy and practice issues; Social welfare policy; Social work ethics

Ilze Earner, Associate Professor; PhD, Columbia; Child welfare; Social work with immigrant and refugee populations
Michael Fabricant, Professor; PhD, Brandeis; Housing and homelessness; Political economy and culture of non-profits; Juvenile delinquency; Urban public education; Community and labor organizing; Qualitative research

Daniel S. Gardner, Associate Professor; PhD, Columbia; Social gerontology; Palliative and end-of-life care; Psychosocial oncology; Family healthcare decision-making; Health and mental health policy

Caroline Rosenthal Gelman, Associate Professor; PhD, Smith; Caregiving; Supportive intervention for caregivers; Social work practice with Latinos; Aging; Use of technology in social work pedagogy

Nancy Giunta, Associate Professor; PhD, Berkeley; Aging/gerontology – health and long-term care policy, home and community-based services, aging-friendly communities, and caregiver support; Macro social work practice – interagency collaboration, community organizing, and community-based participatory research

Harriet Goodman, Associate Professor; DSW, CUNY; Distance education; Child welfare; Pedagogy of research; Qualitative research methods; Evidence-based practice

Geetha Gopalan, Associate Professor; PhD, Columbia; Child Welfare; Child and adolescent mental health services; Adolescent risk behavior; Implementation of evidence-based practices

Bernadette Hadden, Assistant Professor; PhD, Columbia; HIV and AIDS prevention interventions among persons of color; Program evaluation of non-profit organizations; Providing training to community-based organizations in HIV prevention

Colleen Henry, Assistant Professor; PhD, Berkeley; Child welfare practice and policy; Child well-being; Child exposure to domestic violence; Welfare state theory

Daniel Herman, Professor; PhD, Columbia; Mental health research; Intervention research; Severe mental illness and homelessness

Alexis Jemal, Assistant Professor; JD, Rutgers; PhD, Rutgers; Critical social work; Multi-level health, justice, and welfare interventions; Systemic inequity and internalized oppression; Critical consciousness and community organizing; Violence, HIV/STI risk, substance use, trauma, shame, and mass incarceration; Theory in social work research and practice

Colleen Katz, Assistant Professor; PhD, Columbia; Behavioral consequences of child maltreatment; Intergenerational transmission of violent behavior; Evidence-supported interventions for traumatized youth; Foster care emancipation; Child welfare and the court system

Alexis Kuerbis, Associate Professor; PhD, NYU; Substance use and misuse; Brief interventions for problem drinkers; Mechanisms of behavior change within addictive behaviors; Substance use and aging; Substance use and LGBT populations; Working with populations mandated to treatment; Ecological momentary assessment

Paul A. Kurzman, Professor; PhD, NYU; Management of public and nonprofit organizations; Occupational social work policy and practice; Ethical and risk-management issues in professional practice; Employee assistance program effectiveness; Impact of licensing on social workers and social agencies

Marina Lalayants, Associate Professor; PhD, CUNY; Parent advocacy/peer support in child welfare; Parent engagement in child welfare; Multidisciplinary practices in child protection; Child welfare and child protection in developing countries

Rufina Lee, Assistant Professor; PhD, Columbia; Serious mental illness; Psychiatric epidemiology

Vicki Lens, Professor; JD, New York Law School; PhD, Yeshiva; Socio-legal studies; Social justice and fairness in the courts; Lived experiences of race, class, and gender in the legal system; Inequality and anti-oppression studies; Ethnographic and qualitative research methods
Michael A. Lewis, Professor; PhD, CUNY; Quantitative methods; Social policy; Civic engagement; The Universal Basic Income (BI) movement

Gerald P. Mallon, Associate Dean for Scholarship and Research, Julia Lathrop Professor of Child Welfare; DSW, CUNY; Child welfare; Lesbian, gay, bisexual, and transgender children, youth, and family issues; Animal-assisted therapy

James Mandiberg, Associate Professor; PhD, Michigan; Leadership and management of mission-based and civil society organizations; Social enterprise, social entrepreneurship, and social innovation; Social sector planning and development; Community and economic development; Social movement studies

Terry Mizrahi, Professor; PhD, Virginia; Community organizing; Interdisciplinary collaboration and coalition building; Social work and health care policy; Social work and activism; Gender and feminist organizing; Physician socialization and career development

Anna Ortega-Williams, Assistant Professor; PhD, Fordham; Experiences and creative strategies of Black youth interrupting systemic violence and social inequities; Healing, post-traumatic growth, and recovery from historical trauma; Intersections of micro- and macro-level social work practice

George Patterson, Associate Professor; PhD, SUNY Buffalo; Police social work; Stress and coping among police officers and recruits; Criminal justice

Ana Paulino, Associate Professor; EdD, Columbia; Clinical practice; Research; Dominican families in the United States; School-based social work practice; Family development across the lifespan; Death and dying; Spirituality; Childhood developmental disorders

Jonathan D. Prince, Associate Professor; PhD, Berkeley; Mental health; Substance abuse

Maria Y. Rodriguez, Assistant Professor; PhD, University of Washington; Housing, particularly federal housing policy, affordable housing, homeownership, and Latino housing market participation; Demography; Social policy (macro and micro levels); Community organizing; Data science; Mixed research methods

Judith Rosenberger, Professor; PhD, Michigan; Clinical practice; Psychodynamic theories; Clinical practice with diverse populations; Co-occurring disorders

Andrea Savage, Associate Professor; PhD, Michigan; Program evaluation and practice-based research; Organizational management/management theory; Substance abuse treatment and organization; Service delivery to women with co-occurring disorders and trauma

Jama Shelton, Assistant Professor; PhD, CUNY; LGBTQ youth homelessness; Child welfare and juvenile justice; Inclusion, support, and affirmation of LGBTQ youth in youth-serving systems; Social policy (macro and micro levels); Qualitative and arts-based research methods

Tricia N. Stephens, Assistant Professor; PhD, NYU; Effects of historical and contemporary trauma on mental health functioning for people of the African Diaspora; Child welfare, particularly the intersection of parental trauma exposure and family stability

Willie F. Tolliver, Associate Professor; PhD, CUNY; Human Diversity and Cultural Competence; Anti-Oppressive and Restorative Practice; Leadership Development; Spirituality

Rong Zhao, Assistant Professor; PhD, Columbia; Human service workforce; Gender in relation to nonprofits; Volunteering; Service contracting

Return to Faculty
Social Work Course Descriptions

Silberman School of Social Work

About the School

The Lois V. and Samuel J. Silberman School of Social Work at Hunter College (SSSW) is the largest and oldest public school of social work in metropolitan New York. Founded in 1956 and accredited since 1958, the School educates and trains outstanding social work professionals, who are lifelong learners engaged in knowledgeable, ethical practice with communities locally, nationally, and globally. Guided by this mission, the School is uniquely committed to social work excellence in the public interest. Its classroom curriculum, practicum experiences, and community-engaged partnerships are focused on supporting persons, families, organizations, and communities, while respecting the humanity of all individuals. The School enrolls around 1,300 students in its flagship Master of Social Work (MSW) and growing Bachelor of Social Work (BSW) programs, along with nationally recognized continuing education, executive leadership, dual master's degree, and doctoral programs.

The Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs offered by the Silberman School of Social Work at Hunter College are accredited by the Council on Social Work Education, 1701 Duke Street, Suite 200, Alexandria, VA 22314.

The Building and Its Uses

With the support of the Silberman family and the Hunter College senior administration, the School moved to a state-of-the-art campus in East Harlem in 2011, designed specifically to meet its needs in the community. The School was also renamed in honor of its benefactors Lois and Samuel Silberman, whose generosity not only made this relocation possible but has also steadily supported and enhanced the School for more than half a century. The Silberman Building includes a well-resourced and beautiful library; community meeting spaces; state-of-the-art classrooms and conference rooms; four computer labs with extensive software; an interior courtyard garden; and a large terrace. Co-located with the School of Social Work in the Silberman Building are the library and archives of Centro, the Center for Puerto Rican Studies at Hunter College; the Hunter East Harlem Gallery; and the Brookdale Center for Healthy Aging. These resources each enhance the School's cross-disciplinary learning environment. Together with all of Hunter College, the Silberman School of Social Work is dedicated to engaging and supporting its dynamic neighbor communities in East Harlem, and communities across the New York region and beyond.

What Can I Do with my Degree in Social Work?

A degree in social work opens up a range of exciting and meaningful professional opportunities. Most broadly, social workers support the complex needs of individuals, groups, communities, organizations, and populations across the lifespan. The National Association of Social Workers (NASW) underlines the depth and breadth of this work, describing social work practice as:

the application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes. The practice of social work requires knowledge of human development and behavior; of social and economic, and cultural institutions; and of the interaction of all these factors.
There is significant need across the United States for professionals who possess that knowledge along with the unique values, principles, and techniques that a social work education confers. According to the U.S. Bureau of Labor Statistics, "Overall employment of social workers is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations [7%]" (BLS 2018). This growth is driven by increasing demand in the healthcare and social service sectors. Earning a social work degree is not only intellectually stimulating and socially transformational – it also offers many opportunities for career advancement.

The Silberman School of Social Work at Hunter College is committed to preparing its students for practice and research across this dynamic, growing array of professional environments, approaches, and specializations. Silberman students gain comprehensive knowledge and practice capability in one of three dedicated methods; develop specialized understanding and experience in a field of practice specialization; benefit from rich professional development resources within the School and College community, alongside the support of highly accomplished faculty; and learn amid an abiding, School-wide culture committed to social justice inside and outside the classroom.

The Silberman School of Social Work is also committed to ensuring that students are prepared to take and pass the Licensed Master Social Worker (LMSW) licensure exam, administered by the Association of Social Work Boards (ASWB). Licensure is the national standard for practicing social workers. The School's Licensure Central initiative is a digital gateway that provides students with resources, materials, information, and practical steps to help them become licensed LMSWs. It is available through the Hunter Blackboard portal. The School's Department of Continuing Education, additionally, offers courses for alumni and others dedicated to licensure preparation.

These characteristics, among many, define the professional preparation and competitive edge that Silberman School of Social Work students bring into their entire careers.

**Programs and Courses**

Social Work Programs and Courses

**Administration**

Administration

**Faculty**

Silberman School of Social Work Faculty

*IMPORTANT: Please check the Hunter College School of Social Work website: [http://www.sssw.hunter.cuny.edu/](http://www.sssw.hunter.cuny.edu/) and registration materials for up-to-date information on course offerings.*

**BILED 78500 - Student Teaching in Grades 1–3 (KC)**

Twenty days of supervised student teaching at grade level 1–3 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

*prereq: completion of 39 cr of course work or permission of the program coordinator*
Hours 30 days student teaching, 15 hrs of seminar plus conferences.
Credits 2 cr

This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program.
This course may be repeated only once.

SSW 70150 - Social Welfare Policy and Services I: Introduction to Social Welfare Policy and Services

Circumstances that give rise to social problems and their policy solutions; frameworks for analyzing these developments; values and skills needed to understand social policy and engage in advocacy and social change are stressed.

Credits 3
SSW 70100 and one SSW 702xx course are required. SSW 70100 is a prerequisite for all SSW 702xx courses.

Students may choose the following SSW 702 course to fulfill the advanced social policy requirement. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 70210 - The Organization and Delivery of Social Services to Workers and Their Families

Human and fiscal resources and opportunities for innovative policy and program development in the world of work. Issues of economic, social and political organization in the workplace; union and industry programs as models for creative occupational social work policy and practice.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70211 - Political Economy of Social Welfare

U.S. social welfare policy and the social work profession in the context of contradictions in political economy. History of economic development; analysis of current economic and political conflicts in the global economy; strategies for change.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70213 - Women and Social Welfare

U.S. social welfare policy through the lens of gender: women's rights, feminist perspective and the impact of gender stereotypes.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70214 - Health and Mental Health Systems
U.S. health and mental health systems; effect of major policy shifts in service delivery on both health care services and populations at risk.

*prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement*

**SSW 70215 - Policy and Practice in Child Welfare**

Interplay of child welfare policy, service and practice issues from historical, political, socioeconomic and legal perspectives. Organization; assessment; children's vs. parents' rights; and other issues.

*prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement*

**SSW 70216 - Social Welfare Policy with the Homeless**

Ways in which social welfare policies and social services have affected homelessness; the role of social work in this policy arena.

*prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement*

**SSW 70217 - Social Welfare Policy in the Field of Aging**

Aging policy and legislation; health care, retirement, work, and family issues. Organization, utilization and impact of services on the aging; attention given to special populations.

*prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement*

**SSW 70218 - Seminar in Social Welfare**

Social welfare policy and social change issues are studied. Topics vary each semester.

*prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement*

**SSW 70219 - Immigrants and Refugees: Policies and Issues**

History and development of immigration and social policies that affect immigrants and refugees in America. Policy theories, dynamics and patterns related to immigration policy; delivery of service; social welfare policy advocacy.

*prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement*
SSW 70220 - Clients' Rights, the Legal System and Social Policy

The role of legal rights in the welfare state with reference to special populations. Origins, history and the current status of the legal rights of clients; use of laws to promote social justice and social change; advocacy by social workers for clients' rights.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70221 - Social Welfare and Disabilities

Implications of the Americans with Disabilities Act (ADA) and other legislation on social work practice with people who have disabilities. Creation of effective service delivery systems.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70222 - International Social Welfare Policy and Services

International social welfare policy and services in social work. Review of past, present and future challenges produced by history, economic change, and globalization and their implication.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 71100 - Human Behavior and the Social Environment I

Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.

Credits 3
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71200 - Human Behavior and the Social Environment II

Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multicausality, gender, social class, and cultural pluralism and diversity.

prereq: SSW 711
Credits 3
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71300 - Human Behavior and the Social Environment III
Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

prereq: SSW 711 and 712  
Credits 3  
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71500 - Seminar in Psychodynamics

Dimensions of psychodynamic theory: modern drive theory, ego psychology and object relations theory. Relationship to clinical practice.

prereq: SSW 71100 and 71200  
Credits 3  
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71700 - Social Work Practice Learning Lab 1

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

Credits 3  
SSW 71700 and 71800 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71800 - Social Work Practice Learning Lab 2

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

prereq: SSW 71700  
Credits 3  
SSW 71700 and 71800 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71900 - Foundations of Social Work Practice

An orientation to the profession of social work, the use of research in practice, the multicultural context of practice, the common base of practice and some of the unique aspects of clinical work with individuals and families, group work, community organization and administration.

Credits 3

SSW 72100 - Clinical Practice with Individuals Families, and Small Groups I
Development and use of clinical theory, practice and process. Integration and application of the values that underpin social work practice to engagement, biopsychosocial assessment and intervention.

**prereq:** SSW 71700  
**Credits** 3

**NOTE:** SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**SSW 72200 - Clinical Practice with Individuals Families, and Small Groups II**

Application of clinical principles, including those of psychodynamic and family systems theories. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

**prereq:** SSW 72100  
**Credits** 3

**NOTE:** SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**SSW 72300 - Clinical Practice with Individuals Families, and Small Groups III**

Expands and deepens knowledge and skills from multiple theoretical perspectives for professional practice. Exploration of contemporary time-limited clinical practice models with a focus on the interface of these approaches with contextual factors such as agency setting; socio-cultural specificity and the client-worker relationship in assessment and intervention will be emphasized.

**prereq:** SSW 72100 and 72200  
**Credits** 3

**NOTE:** SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**SSW 72400 - Clinical Practice with Individuals Families, and Small Groups IV**

Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs, Relational Therapy. Students identify professional issues and dilemmas in both knowledge and practice. Special emphasis is on assuring competence.

**prereq:** SSW 72100  
**Hours** 45  
**Credits** 3

Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**SSW 72500 - Social Casework for Non-Majors**

Development and use of casework theory, practice and process with individuals and families. Integration and application of the values that underpin social work practice.

**Credits** 3

Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**SSW 72600 - Social Casework II for Non-Majors**
Application of knowledge from the human behavior and the social environment areas and research findings to clients and situations. Principles addressing individual and family practice are highlighted.

**prereq:** SSW 72500  
Credits 3  
*Please consult the School of Social Work website: [http://www.hunter.cuny.edu](http://www.hunter.cuny.edu) for additional information.*

**SSW 72700 - Social Work with Clients in Authoritarian Settings: Working with Mandated and Involuntary Clients**

Services to individuals and groups involved with parole, probation, court clinics, institutions for offenders, and child and adult protection agencies.

*Credits 3*

**SSW 73100 - Social Group Work I**

Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

**prereq:** SSW 71700  
Credits 3  

**SSW 73200 - Social Group Work II**

Role of the worker in the middle and ending stages of group development; interventions; dealing with problematic roles; dealing with group conflict.

**prereq:** SSW 73100  
Credits 3  
*NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

**SSW 73300 - Social Group Work III**

Application of practice principles. Advocate, develop and deliver ethical and effective group work services in current agency settings.

**prereq:** SSW 73200  
Credits 3  
*NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: [http://www.hunter.cuny.edu](http://www.hunter.cuny.edu) for additional information.*

**SSW 73300-61300 - Social Group Work III (for OYR students)**

Application of practice principles in a variety of settings and with varied populations. Use of self as change agent. Theoretical models of social group work, key concepts, and barriers to applying "best practice" principles.

**prereq:** SSW 732
SSW 73400 - Group Work IV: The Purposeful Use of Activity in Social Group Work Practice (open to selected non-majors)

Relationship between group stage theory and activity to enhance stage-appropriate participation. Psychosocial needs of groups and their members. Use of activity as content of choice and with widely varied group types.

prereq: SSW 73200
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 73500 - Social Work Practice with Groups I for Non-Majors

Major theories, concepts, and practice principles of social group work.

Hours 45
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 73600 - Social Group Work II for Non-Majors

Expands the knowledge and skills taught in SSW 735. Practice principles and their differential application as well as implications of intervention choices.

prereq: SSW 73500; students should have the concurrent opportunity to work with a group
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74100 - Community Organizing, Planning and Development-I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

prereq: SSW 71700
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74250 - Community Organizing, Planning and Development II

Theoretical, strategic and technical aspects of planning with a focus on problem-solving analysis, design, implementation, and evaluation of community and service system interventions. Emphasizes impact of class, race, gender and sexual orientation on planning.

prereq: SSW 74100
Hours 3 hrs
Credits 3 cr.
SSW 74250 - Community Organizing, Planning and Development-II

Theoretical, strategic and technical aspects of planning with a focus on problem-solving analysis, design, implementation, and evaluation of community and service system interventions. Emphasizes impact of class, race, gender and sexual orientation on planning.

prereq: SSW 74100
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74350 - Community Organizing, Planning and Development-III

Uses Freirian methods to deepen students' strategic applications towards the creation of democratic experience, emphasizing leadership development, dynamics of power and privilege, and dilemmas/opportunities in working with not for the oppressed.

prereq: SSW 74100 and 74250
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74700 - Community Organizing, Planning and Development for Non-Majors

The community as a dimension of professional practice. Models and strategies for community intervention on behalf of those seeking improved access to resources and services; knowledge and skills needed to build supports and programs.

Hours 45
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74800 - Grantsmanship and Proposal Writing

Techniques of fundraising, proposal preparation, and grantsmanship. Proposal writing and negotiation with funding sources.

prereq: one methods course
Hours 45
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75100 - Social Work Research I

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

Credits 3
SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75200 - Social Work Research II
Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

prereq: SSW 75100 or equivalent
Credits 3
SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75800 - Tutorial

A reading and independent study course for students under faculty guidance.

prereq: completion of the first semester of graduate social work study and dept perm
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75801 - Tutorial

Credits 1
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75802 - Tutorial

Credits 2
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75803 - Tutorial

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 76100 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information and full course descriptions.
Material Fee: $15

SSW 76200 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 76300 - Field Instruction III
Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100 and 76200. Advanced standing program students enroll without prereq.
Credits 3
Material Fee: $15

Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 76400 - Field Instruction IV

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76200 and 76300
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 76700 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

Credits 6
OYR and Dual Degree students only. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Material fee: $15.00

SSW 76800 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76700
Credits 6
OYR and Dual Degree students only
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 77000 - Alcoholism and Substance Abuse


prereq: SSW 71100
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 77300 - Social Work Ethics and Values
Moral and philosophical analysis of ethical problems and value issues as presented in social work practice. Application of philosophical theories to the analysis of practice dilemmas; principles for decision-making.

Credits 3

SSW 77500 - Special Topics in Social Work Ways of Knowing and Communicating

Courses in this grouping build students' capacity to acquire, appraise, analyze and integrate multiple sources of knowledge, communicate both orally and in writing through the use of common assignments used in the study of substantive content areas.

Credits 3
SSW 77500 is required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 77501 - Ways of Knowing: Theories and Perspectives on Aging

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77502 - Ways of Knowing: Theories and Perspectives on Child Welfare

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77503 - Ways of Knowing: Theories and Perspectives on Health

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77504 - Ways of Knowing: Theories and Perspectives on Domestic Violence

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77505 - Ways of Knowing: Theories and Perspectives on Mental Health

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.
SSW 77506 - Ways of Knowing: Theories and Perspectives on Criminal Justice

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77507 - Ways of Knowing: Theories and Perspectives on Authority Settings

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77508 - Ways of Knowing: Theories and Perspectives on Trauma

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77509 - Ways of Knowing: Theories and Perspectives on Immigrant Experience

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77510 - Ways of Knowing: Theories and Perspectives on Trauma and Co-Occurring Disorders

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77511 - Ways of Knowing: Theories and Perspectives on Social Work and the Arts

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77512 - Ways of Knowing: Theories and Perspectives on Drugs and Alcohol

Credits 3
This is an example of a required Ways of Knowing topics class. More than
10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77513 - Ways of Knowing: Theories and Perspectives on Schools

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77514 - Ways of Knowing: Theories and Perspectives: Early Development

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77515 - Ways of Knowing: Theories and Perspectives: Youth Development

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 78000 - Organizational Management and Leadership

For non-majors. Principles and processes of administration of administration in social work. Organization and administration; planning, personnel management, budget and financing, and relationships among boards, committees, executives, professional staff, and volunteers.

prereq: SSW 78100 or permission of the department
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78100 - Organizational Management and Leadership I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

Credits 3
SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78200 - Organizational Management and Leadership II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

prereq: SSW 78100 or dept perm
Credits 3
SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**SSW 78300 - Organizational Management and Leadership III**

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

*prereq: SSW 78100 and 78200*
*Credits 3*

SSW 781, 782 and 783 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

**SSW 78600 - Advanced Administration for Non-Majors**

Techniques of budgeting, public relations, staff training, working with paraprofessionals, hiring/firing, committee processes, working with boards, and developing personnel policies in social agencies.

*prereq: SSW 78000 or 78700*
*Credits 3*
*Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**SSW 78700 - Supervision in Social Agencies**

Basic techniques of supervising professional social workers.

*Credits 3*
*Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**SSW 79000 - Professional Seminar**

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

*Credits 3*
*This is a required course for all students.*

**SSW 79157 - Social Work with Victims of Violence against Women**

Domestic violence and the complex interactions between affected individuals and their environments (children, families, communities). Interventions.

*prereq: SSW 71100*
*Credits 3*
*Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**SSW 79158 - Human Sexuality**

Human sexuality within the context of human behavior and the social environment; understanding unique client groups.

*prereq: SSW 71100*
SSW 79171 - Social Work Practice with Immigrants and Refugees

Services for immigrants and refugees; assimilation, acculturation, bi-culturalism and ethnic identity; feelings for the homeland; resettlement and family reunification; problems of terrorism, immigration and anti-immigration.

prereq: One method course: SSW 72100, 74100, or 78100
Hours 45
Credits 3

SSW 79175 - Social Work and AIDS

The needs of people with AIDS and their families; confidentiality, mortality and human sexuality from a holistic clinical perspective.

prereq: SSW 71100
Credits 3

Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79176 - Social Services to the Gay and Lesbian Community

Developmental models for positive lesbian, gay, bisexual or transgendered identity; social work skills for assessment and intervention.

prereq: SSW 71100
Credits 3

Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79186 - Social Work and the Arts

Art forms are explored to provide services to populations at risk, including the elderly and the physically and mentally impaired.

Credits 3

SSW 79188 - Spirituality and Healing

Spiritual domain of human functioning. Viewing human need, strengths and experience with a spiritual lens. Spirituality and human striving for a sense of meaning and fulfillment; understanding and responsiveness to spiritual perspectives.

prereq: SSW 71100
Credits 3

Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79189 - Perspectives on the Aging Process: Implications for Social Work Practice
Biopsychosocial relationship between health and aging with emphasis on family, culture, individual coping, and environmental stress and support.

prereq: SSW 71100
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79200 - Social Work Practice with Children and Adolescents

Effective practice with children and adolescents, adoptees, and those in foster and residential care. Social work skills needed when working with urban young people under the age of 19; strengths perspective; biopsychosocial model.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79400 - Social Work Practice: Family Treatment

An assessment of the family from a systems approach. Family developmental life cycle, family structure evaluation; tracking interactional patterns.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79652 - Social Work with Workers and Their Families

Significance of work, unemployment and the changing workplace in the lives of clients and communities. Opportunities for practice with labor and management in occupational social work settings.

prereq: SSW 71700 and one method course
Credits 3

SSW 79653 - Clinical Practice in Child Welfare

Issues in child abuse and neglect. Clinical work with families involved with the child welfare system. Treatment; transference and countertransference; development of empathy. Interventions.

prereq: SSW 71700 and one method course
Credits 3

SSW 79658 - Contemporary Psychosocial Approaches in the Treatment of Chronic Mental Illness

Evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice. Specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness.

prereq: SSW 71700 and one method course
Credits 3

SSW 79660 - The Aging Process: Clinical Issues in Social Work Practice with the Aged
Theoretical frameworks of human aging, including the myths and realities of major biopsychosocial problems facing older adults and their families. Practice implications.

_prereq: SSW 71700 and one method course
_Credits 3_

**SSW 79661 - Social Work Practice in School Settings**

Roles and functions of social workers within a complex ecological system of home/school/community are explored with an emphasis on skill development for practice with urban children and their families.

_prereq: SSW 71700 and one method course
_Credits 3_

**SSW 79662 - Social Work Practice with AIDS and Chronic Illness**

Unique approach in social work to HIV/AIDS. Illness trajectory of HIV with other epidemics and chronic illnesses. Practice techniques. Impact on women, people of color, and LGBT individuals.

_prereq: SSW 71700 and one method course
_Credits 3_

**SSW 79665 - Electoral Activism and Social Work Practice**

Involvement in the electoral arena that advances social work values and empowers social workers, clients and communities to become active participants in civic life.

_prereq: SSW 71700 and SSW 74100
_Credits 3_

**SSW 79701 - Clinical Social Work Practice in Health Settings**

Spectrum of reactions to illness; change and adaptation; loss, grief and bereavement; uncertainty; value dilemmas and ethical issues related to illness, health care and social work intervention.

_prereq: One method course: SSW 72100, 74100, or 78100
_Hours 45
_Credits 3_

**SSW 79801 - Multicultural Social Work Practice**

Trends, issues and concerns in social work practice with racially and ethnically diverse individuals, families and groups in the urban environment.

_prereq: SSW 71700 and one method course
_Credits 3_

**Social Work Programs and Courses**

Return to: Silberman School of Social Work
Silberman School of Social Work

About the School

The Lois V. and Samuel J. Silberman School of Social Work at Hunter College (SSSW) is the largest and oldest public school of social work in metropolitan New York. Founded in 1956 and accredited since 1958, the School educates and trains outstanding social work professionals, who are lifelong learners engaged in knowledgeable, ethical practice with communities locally, nationally, and globally. Guided by this mission, the School is uniquely committed to social work excellence in the public interest. Its classroom curriculum, practicum experiences, and community-engaged partnerships are focused on supporting persons, families, organizations, and communities, while respecting the humanity of all individuals. The School enrolls around 1,300 students in its flagship Master of Social Work (MSW) and growing Bachelor of Social Work (BSW) programs, along with nationally recognized continuing education, executive leadership, dual master's degree, and doctoral programs.

The Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs offered by the Silberman School of Social Work at Hunter College are accredited by the Council on Social Work Education, 1701 Duke Street, Suite 200, Alexandria, VA 22314.

The Building and Its Uses

With the support of the Silberman family and the Hunter College senior administration, the School moved to a state-of-the-art campus in East Harlem in 2011, designed specifically to meet its needs in the community. The School was also renamed in honor of its benefactors Lois and Samuel Silberman, whose generosity not only made this relocation possible but has also steadily supported and enhanced the School for more than half a century. The Silberman Building includes a well-resourced and beautiful library; community meeting spaces; state-of-the-art classrooms and conference rooms; four computer labs with extensive software; an interior courtyard garden; and a large terrace. Co-located with the School of Social Work in the Silberman Building are the library and archives of Centro, the Center for Puerto Rican Studies at Hunter College; the Hunter East Harlem Gallery; and the Brookdale Center for Healthy Aging. These resources each enhance the School's cross-disciplinary learning environment. Together with all of Hunter College, the Silberman School of Social Work is dedicated to engaging and supporting its dynamic neighbor communities in East Harlem, and communities across the New York region and beyond.

What Can I Do with my Degree in Social Work?

A degree in social work opens up a range of exciting and meaningful professional opportunities. Most broadly, social workers support the complex needs of individuals, groups, communities, organizations, and populations across the lifespan. The National Association of Social Workers (NASW) underlines the depth and breadth of this work, describing social work practice as:

the application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes. The practice of social work requires knowledge of human development and behavior; of social and economic, and cultural institutions; and of the interaction of all these factors.

There is significant need across the United States for professionals who possess that knowledge along with the unique values, principles, and techniques that a social work education confers. According to the U.S. Bureau of Labor Statistics, "Overall employment of social workers is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations [7%]" (BLS 2018). This growth is driven by increasing demand in the healthcare and
social service sectors. Earning a social work degree is not only intellectually stimulating and socially transformational – it also offers many opportunities for career advancement.

The Silberman School of Social Work at Hunter College is committed to preparing its students for practice and research across this dynamic, growing array of professional environments, approaches, and specializations. Silberman students gain comprehensive knowledge and practice capability in one of three dedicated methods; develop specialized understanding and experience in a field of practice specialization; benefit from rich professional development resources within the School and College community, alongside the support of highly accomplished faculty; and learn amid an abiding, School-wide culture committed to social justice inside and outside the classroom.

The Silberman School of Social Work is also committed to ensuring that students are prepared to take and pass the Licensed Master Social Worker (LMSW) licensure exam, administered by the Association of Social Work Boards (ASWB). Licensure is the national standard for practicing social workers. The School's Licensure Central initiative is a digital gateway that provides students with resources, materials, information, and practical steps to help them become licensed LMSWs. It is available through the Hunter Blackboard portal. The School's Department of Continuing Education, additionally, offers courses for alumni and others dedicated to licensure preparation.

These characteristics, among many, define the professional preparation and competitive edge that Silberman School of Social Work students bring into their entire careers.

Programs and Courses

Social Work Programs and Courses

Administration

Administration

Faculty

Silberman School of Social Work Faculty

IMPORTANT: Please check the Hunter College School of Social Work website: http://www.sssw.hunter.cuny.edu/ and registration materials for up-to-date information on course offerings.

Dual Degree in Social Work and Divinity - MSW/MDiv

Introduction

Introduction

The Silberman School of Social Work at Hunter College (SSSW) and the Union Theological Seminary (UTS) are internationally recognized leaders in social work and theological education, respectively. Complementing Silberman's mission and historical commitment to social justice, UTS – the oldest independent seminary in the nation – is distinguished by an interdenominational, interreligious focus and strong ethics curriculum. Its students develop integrated understandings of spiritual and social contexts. Located in East Harlem (SSSW) and Morningside Heights (UTS), neighborhoods which face disproportionate social challenges, these two schools are poised to capitalize on their proximity and mutual responsiveness to the needs of New York City communities. Together, SSSW and UTS offer the
MSW-MDiv Dual Degree Program in Social Work and Divinity to streamline the pathway to earning both degrees, maximizing educational experiences and professional opportunities for students interested in careers that bridge religious studies with clinical social work.

The MSW-MDiv Dual Degree Program builds upon core values shared by these two vocations across their closely entwined histories of social justice, community empowerment, and service. These values include: an appreciation of the diversity of religious and spiritual beliefs, and how these influence individuals and communities; the connection of the bio-psycho-social to the spiritual; and self-awareness as students and practitioners explore their personal and professional identities. To this end, the Program's goals are to:

- Train master's-level professionals who can provide multi-level, comprehensive, and effective services to assure the health and well-being of individuals, communities, and populations while understanding, mobilizing, and supporting spiritual beliefs, networks, and organizations as significant resources.

- Facilitate students' attainment of social work, spiritual care, and interdisciplinary competencies.

- Facilitate interdisciplinary collaboration between SSSW and UTS faculty and staff in curriculum development, teaching, research, and practice.

- Partner with organizations in East Harlem, Morningside Heights, and other urban communities of need to develop multi-disciplinary service learning experiences and applied research opportunities that utilize spiritual beliefs and practices, networks, and organizations to ameliorate health disparities and improve well-being.

Students in the MSW-MDiv Dual Degree Program are able to earn both degrees concurrently in four years through a streamlined, 105-credit curriculum based upon the goals above – compared to 138 credits over five years, which would be required in order to complete them separately. This streamlined curriculum removes overlapping course requirements; cross-honors electives; and ensures that students achieve competencies required among both MSW and MDiv graduates. For more details about the curriculum, please see Program Description below.

What Can I Do with my MSW-MDiv Dual Degree?

Students who graduate from the MSW-MDiv Dual Degree Program will be highly prepared for professional practice that integrates spirituality with clinical social work and social welfare. Recent literature points to the growing value of this dual-expertise. Religion and spirituality are increasingly seen as integral to the lives of many of the populations social workers have historically served. Since 2011, the Council on Social Work Education (CSWE) has dedicated resources to building social workers' capacities with diverse religious and spiritual expression among their clients. The field of theology at the same time has moved to prepare ministers to serve people and communities facing adverse challenges, through a deep understanding of social systems, structures, oppression, and injustice. Graduates of the MSW-MDiv Dual Degree Program will enter a professional landscape with a strong demand for their unique combination of competencies, skills, and expertise.

Specific professional roles that MSW-MDiv graduates will be well-prepared for include:

Professional Roles for MSW/MDiv Dual Degree Graduates

Chaplaincy

Hospital

Prison
Higher Education/University

Military

Police/Firefighters

Athletic Leagues

Clinical Social Worker

Individual

Family

Small Groups

Ordained Religious Leader/Clergy/Pastor

Executive Director

Discharge Planner

Grants Administrator

Grant Writer

Community Organizer

Program Director

Project Manager

Program Coordinator

Substance Abuse Counselor

Pastoral Psychotherapist

Admissions Requirements & Registration

Prospective MSW-MDiv Dual Degree Program students typically must apply to each school separately and simultaneously, and must gain admission to each school according to its standard criteria.

Silberman School of Social Work at Hunter College – MSW Program, Full-Time Pathway in the Clinical Practice method – SSSW Admissions

Union Theological Seminary – Union Theological Admissions
Applicants may indicate that they are applying for the Program by selecting a designated option on CUNY’s "Apply Yourself" application portal.

Union Theological students who decide to pursue the Dual Degree Program after they have begun MDiv studies must apply and gain admission to SSSW prior to the end of their first semester at UTS. Likewise, Silberman students who decide to pursue the Program after they have begun MSW studies must apply and gain admission to UTS prior to the end of their first semester at SSSW. In both of these cases, individual modifications to the program pathway may be necessary and the student's time to completion may be more than four years.

Once matriculated in the MSW-MDiv Dual Degree Program, students must register at both the Silberman School of Social Work and Union Theological Seminary. For the first two years of the program, Union Theological Seminary serves as the student's primary institution of record and handles the bulk of student registration; the Silberman School of Social Work then takes on this role during the student's final two years in the program.

Advisement

Each school maintains a dedicated advisor for students in the MSW-MDiv Dual Degree Program, who is able to answer questions and assist matriculated students with course registration, degree planning, and accessing resources for success:

Ms. Pamela DeCuir  
Dual Degree Academic Advisor  
Silberman School of Social Work at Hunter College  
pdecuir@hunter.cuny.edu

The Reverend Dr. Violet Lee  
Dual Degree Academic Advisor  
Union Theological Seminary  
vlee@uts.columbia.edu

MSW/MDiv Program Description

The 105-credit MSW-MDiv curriculum includes 48 credits from UTS, 51 credits from Silberman, and 6 integrated credits (three credits of which are allocated to each program for a total of 51 and 54 credits, respectively). It is designed to provide students with competencies in social work and theological principles, methods, and evidenced-based practice, as well as interdisciplinary competencies in understanding and addressing urban social problems and advocating for social justice issues. The curriculum is comprised of most existing courses within each discipline. The major components are summarized below.

For the greatest level of detail on curricular requirements specific to Union Theological Seminary, please see UTS Academics.

See here for UTS Course Descriptions.

A. Required core and foundation courses

YEAR ONE

YEAR ONE Social Work foundation courses: (6 credits)
Students will gain a foundation in social work frameworks and approaches, including anti-oppressive work, through a year-long required course named Practice Lab.

SSW 71700 - Social Work Practice Learning Lab 1
SSW 71800 - Social Work Practice Learning Lab 2

YEAR ONE UTS core courses: (23-27 credits)

Students will gain foundational knowledge and understanding of the historical and contemporary sources, methods, issues, and perspectives addressed within and by theological disciplines. Students will complete courses in four of the five core areas of the M.Div. curriculum: Bible, Church History, Theology, and Interreligious Engagement. See UTS Course Descriptions

BX 101 Introduction to the Bible (4 cr) -or-
OT 101 Introduction to the Old Testament (4 cr)/101a Contents of the Old Testament
CH 107 Introduction to Christian History: The First Millennium (2 cr) -or- CH 109 History of Christianity since Reformation (2 cr)
ST 103 Foundations in Christian Theology (3 cr) (or ST 104 Foundations in Christian Theology II in spring) (3 cr)
IE 102 Religions in the City (3 cr)
NT 101 Introduction to the New Testament (4 cr)/NT 101a Contents of the New Testament (1 cr) -or- Bible elective #1
CH 108 The History of Christianity Part 2: Western European Church History (c. 1000-c. 2000) (2 cr) -or- CH 101 Christianity in Historical Perspective (3 cr)
ST 104 Foundations in Christian Theology II (3 cr) or ST 103 Foundations in Christian Theology (3 cr)in the fall
CW 103 Introduction to Preaching and Worship (3 cr) -or- CA 102

Year 1 Semester breakdown UTS and SSW

<table>
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<tr>
<th>FALL</th>
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<tbody>
<tr>
<td>BX 101 or OT 101/101a</td>
<td>NT 101/101a or Bible elective #1</td>
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<tr>
<td>4-5 credits</td>
<td>3-5 credits</td>
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<tr>
<td>CH 107 or CH 109</td>
<td>CH 108 or CH 101</td>
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<tr>
<td>2 credits</td>
<td>2-3 credits</td>
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<tr>
<td>ST 103 (or ST 104 in spring)</td>
<td>ST 104 (or ST 103 in fall)</td>
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<tr>
<td>3 credits</td>
<td>3 credits</td>
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<tr>
<td>IE 102</td>
<td>CW 103 or CA 102</td>
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<tr>
<td>3 credits</td>
<td>3 credits</td>
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<tr>
<td>SSW 71700</td>
<td>SSW 71800</td>
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<td>3 credits</td>
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YEAR TWO

YEAR TWO Social Welfare Policy foundation courses (6 credits)

Students will gain a foundation in social welfare policies and their relevance to social service delivery and practice.

- SSW 701xx Social Welfare Policy and Services I - Course in 701xx series to be determined in consultation with adviser.
- SSW 702xx Social Welfare Policy and Services II - Specialized courses in the 702xx series to be determined in consultation with adviser.

**YEAR TWO UTS core courses: (18-20 credits)**

Students will complete their foundational Bible and History courses and will develop practical skills in courses taken in the fifth core area, Practical Theology. See UTS Course Descriptions

**BX 201 The Arts of Reading: Exegetical Practicum (3 cr) -or- Bible elective**

**CH 107 Introduction to Christian History: The First Millennium (2 cr) -or- 109 History of Christianity since Reformation (2 cr) -or- CH elective (2-3 cr)**

**Theology elective (ST, CE, PR) (3 cr)**

**PS 101 & PS 110 (for CPE) or practical theology elective (3 cr)**

**CW 104 Fundamentals of Preaching (3 cr) -or- CA 102**

**IE elective (3 cr)**

**UTS or SSSW general elective (3 cr)**

**YEAR TWO Semester breakdown UTS and SSW**

<table>
<thead>
<tr>
<th>FALL</th>
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<tbody>
<tr>
<td>BX 201 or Bible elective #2</td>
<td>CW 104 or CA 102</td>
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<tr>
<td>3 credits</td>
<td>3 credits</td>
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<tr>
<td>CH 107 or 109 -or- CH elective</td>
<td>IE elective</td>
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<tr>
<td>2-3 credits</td>
<td>3 credits</td>
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<tr>
<td>Theology elective (ST,CE, PR)</td>
<td>UTS general electives, (e.g., denominational requirements)*</td>
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<tr>
<td>3 credits</td>
<td>3 credits</td>
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<tr>
<td>PS 101 &amp; PS 110 (for CPE) -or- practical theology elective</td>
<td>UTS or SSSW general elective*</td>
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<tr>
<td>3 credits</td>
<td>3 credits</td>
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<tr>
<td>SSW 701xx Social Welfare Policy I</td>
<td>SSW 702xx Social Welfare Policy II</td>
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<tr>
<td>3 credits</td>
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*The required number of UTS general elective credits ranges from 10-14 credits depending on a student's Option A or Option B choices in the Biblical, Historical, or Practical fields. Most electives carry three credits but some may carry one or two credits (e.g., SU courses and guided readings).

**YEAR THREE**

Students will learn concepts relevant to each phase of the life cycle within the conceptual framework of human behavior and its interaction with the social environment.

**Human Behavior in the Social Environment (6 credits)**
SSW 71100 - Human Behavior and the Social Environment I

Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.

Credits 3
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71200 - Human Behavior and the Social Environment II

Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multicausality, gender, social class, and cultural pluralism and diversity.

prereq: SSW 711
Credits 3
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Foundation Practice Method: Clinical Practice with Individuals, Families, and Small Groups (6 credits)

The method-based concentration at the Silberman School of Social Work, known as the Practice Method, is integral to students' academic and professional experiences throughout the MSW Program. Students in the MSW-MDiv Dual Degree Program must enroll in the Clinical Practice with individuals, Families, and Small Groups (CPIFG) Practice Method. In Year Three, they will develop foundational competencies in assessment, diagnosis, and treatment including psychotherapy and counseling; client-centered advocacy; consultation and evaluations.

SSW 72100 - Clinical Practice with Individuals Families, and Small Groups I

Development and use of clinical theory, practice and process. Integration and application of the values that underpin social work practice to engagement, biopsychosocial assessment and intervention.

prereq: SSW 71700
Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72200 - Clinical Practice with Individuals Families, and Small Groups II

Application of clinical principles, including those of psychodynamic and family systems theories. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

prereq: SSW 72100
Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Foundation Field Practicum (6 credits)
The foundation-level field practicum is a crucial component of Field Education at the Silberman School of Social Work. Please see immediately below for more detail about Field Education.

**SSW 76100 - Field Instruction I**

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

*Credits 3*

*Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information and full course descriptions.*

*Material Fee: $15*

**SSW 76200 - Field Instruction II**

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

*prereq: SSW 76100*

*Credits 3*

*Please consult the School of Social Work website: [http://www.hunter.cuny.edu/socwork/](http://www.hunter.cuny.edu/socwork/) for additional information.*

**Integrative Professional Seminar (3 credits)**

All MSW-MDiv students take two semester-long courses that are meant to synthesize and integrate learning, first at the end of year three and again at the end of the program in year four. Known as the Integrative Professional Seminar, these courses focus on integrating students’ identities as both social workers and faith-based practitioners to help launch them as professionals.

**SSW 79000 - Professional Seminar**

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

*Credits 3*

*This is a required course for all students.*

**YEAR Three Semester breakdown UTS and SSW**

<table>
<thead>
<tr>
<th>FALL</th>
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<tr>
<td><strong>SSW 76100 - Field Instruction I</strong></td>
<td><strong>SSW 76200 - Field Practicum</strong></td>
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<tr>
<td><strong>SSW 72100 - CPIFG</strong></td>
<td><strong>SSW 72200 - CPIFG Method</strong></td>
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<tr>
<td><strong>SSW 71100 - HBSE</strong></td>
<td><strong>SSW 71200 - HBSE</strong></td>
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<tr>
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<tr>
<td>1-3 credits</td>
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</table>
The required number of UTS general elective credits ranges from 10-14 credits depending on a student's Option A or Option B choices in the Biblical, Historical, or Practical fields. Most electives carry three credits but some may carry one or two credits (e.g., SU courses and guided readings).

*** The Integrative Professional Seminar satisfies both UTS and Silberman requirements

YEAR FOUR

Human Behavior in the Social Environment (3 credits)

**SSW 71300 - Human Behavior and the Social Environment III**

Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

*prereq: SSW 711 and 712
Credits 3
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Advanced Practice Method: Clinical Practice with Individuals, Families, and Small Groups (3 credits)

In Year Four, students will develop advanced competencies in assessment, diagnosis and treatment including psychotherapy and counseling; client-centered advocacy; consultation and evaluations.

**SSW 72300 - Clinical Practice with Individuals Families, and Small Groups III**

Expands and deepens knowledge and skills from multiple theoretical perspectives for professional practice. Exploration of contemporary time-limited clinical practice models with a focus on the interface of these approaches with contextual factors such as agency setting; socio-cultural specificity and the client-worker relationship in assessment and intervention will be emphasized.

*prereq: SSW 72100 and 72200
Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Advanced Field Practicum (6 credits)

The advanced-level field practicum is a crucial component of Field Education at the Silberman School of Social Work. Please see immediately below for more detail about Field Education.

Social Work Research (6 credits)
Students will learn basic research methods and data analysis within the context of social work.

**SSW 75100 - Social Work Research I**

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

*Credits 3  
SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**SSW 75200 - Social Work Research II**

Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

*prereq: SSW 75100 or equivalent  
Credits 3  
SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**Integrative Professional Seminar (3 credits)**

All MSW-MDiv students take two semester-long courses that are meant to synthesize and integrate learning, first at the end of year three and again at the end of the program in year four. Known as the Integrative Professional Seminar, these courses focus on integrating students’ identities as both social workers and faith-based practitioners to help launch them as professionals.

**SSW 79000 - Professional Seminar**

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

*Credits 3  
This is a required course for all students.*

**YEAR Four Semester breakdown UTS and SSW**

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<tr>
<th>FALL</th>
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<tbody>
<tr>
<td><strong>SSW 76300 - Field Instruction III</strong></td>
<td><strong>SSW 76400 - Field Instruction IV</strong></td>
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<td>3 credits</td>
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<td><strong>SSW 72300 - CPIFG III</strong></td>
<td><strong>SSW 75200 - Social Work Research</strong></td>
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<tr>
<td><strong>SSW 75100 - Social Work Research I</strong></td>
<td><strong>SSW or UTS general elective</strong></td>
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<td><strong>SSW 71300 - HBSE</strong></td>
<td><strong>UTS general elective</strong>*</td>
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UTS general elective* | 1-3 credits | **Integrative Professional Seminar | 3 credits

* The required number of UTS general elective credits ranges from 10-14 credits depending on a student's Option A or Option B choices in the Biblical, Historical, or Practical fields. Most electives carry three credits but some may carry one or two credits (e.g., SU courses and guided readings).

** Silberman requires two 3-credit electives. Silberman will accept three UTS elective credits in satisfaction of one 3-credit Silberman course.

*** The Integrative Professional Seminar satisfies both UTS and Silberman requirements.

Field Education

As professional practice degrees, both the MSW and MDiv require students to engage in supervised field placements, in which they have the opportunity to apply classroom knowledge and theories to real-world situations. All MSW-MDiv students complete field placements that incorporate into practice the knowledge, values, and skills of both disciplines. Because SSW field requirements are greater than those of UTS, SSSW will take the lead in assigning and supervising field instruction. SSSW and UTS will also identify a field advisor who holds the MSW or MDiv and knowledge of both disciplines to supervise field placements, and field instructors with experience providing instruction in dual degree programs. Students will complete between 900 and 1,200 hours of supervised field practicum as required for licensure as a Licensed Master Social Worker (LMSW) in New York State. These practica are taken in Years Three and Four, with SSW 76100 and SSW 76200 in Year Three (Foundation Field Practicum) and SSW 76300 and SSW 76400 in Year Four (Advanced Field Practicum)

B. Elective courses

Students complete seven elective courses spread between Years Two, Three, and Four, to be selected based on their academic and professional interests and goals in consultation with their academic advisor. At least one elective course should be taken from each school. UTS strongly recommends that dual degree students, particularly those on the clinical MSW path, take one unit of Clinical Pastoral Education (CPE) for 6 credits that will count toward their MDiv elective requirements.

Dual Degree in Social Work and Education: MSW-MSEd

The Silberman School of Social Work at Hunter College (SSSW) and the Bank Street College of Education (Bank Street) are internationally recognized leaders in social work and progressive education studies, respectively. Complementing Silberman's mission and historical commitment to social justice, Bank Street is distinguished by its 102-year legacy as "an innovator in improving the quality of classroom practice and a national advocate for children, families, and the system and policy changes that bring effective and equitable teaching to all." Both located in Upper Manhattan neighborhoods with diverse populations and a wide range of social and educational needs, these two schools are poised to mutually engage and serve the lives of New York City communities. Together, SSSW and Bank Street offer the MSW-MSEd Dual Degree Program in Social Work and Education – Infant and Family Development and Early Intervention. This dual master's degree program streamlines the pathway to earning both the MSW and MSEd, maximizing educational experiences and professional opportunities for students interested in careers that bridge early childhood education with clinical social work.

The MSW-MSEd Dual Degree Program builds upon core values shared by these two vocations across their entwined histories of social justice, family and community development, and public service. Students in the MSW-MSEd Dual Degree Program are able to earn both degrees concurrently in three years through a streamlined, 85-credit curriculum – compared to 94 credits over five years, which would be required in order to complete them separately. This curriculum
removes overlapping course requirements; cross-honors electives; and ensures that students achieve competencies required among both MSW and MSEd graduates. For more details about the curriculum, please see Program Description below.

**What Can I Do with my MSW-MSEd Dual Degree?**

Students who graduate from the MSW-MSEd Dual Degree Program will be highly prepared for professional practice that integrates clinical social work and social welfare with education, child and family development, and early intervention. Recent literature points to the growing value of this dual-expertise. Graduates of the MSW-MSEd Dual Degree Program will enter a professional landscape with a strong demand for their unique combination of competencies, skills, and practice knowledge.

MSW-MSEd graduates will be well-prepared for professional roles including:

1. Clinical social worker:
   - Individual
   - Family
   - Small Groups
   - School-based social worker
2. Child/parent psychotherapists
3. Family specialists in Early Intervention
4. Parent/child group facilitators
5. Early Head Start family workers
6. Play therapists
7. Foster care case workers
8. Home visitors and home visiting supervisors

**Admissions Requirements & Registration**

Prospective MSW-MSEd Dual Degree Program students typically must apply to each school separately and simultaneously, and must gain admission to each school according to its standard criteria.

- Silberman School of Social Work at Hunter College – MSW Program, Full-Time Pathway in the Clinical Practice method – https://sssw.hunter.cuny.edu/admissions/
- Bank Street College of Education, Graduate School of Education – MSEd in Infant and Family Development and Early Intervention – https://graduate.bankstreet.edu/admissions-financial-aid/how-to-apply/

Applicants may indicate that they are applying for the Dual Degree Program by selecting a designated option on CUNY’s "Apply Yourself" application portal. Bank Street students who decide to pursue the Dual Degree Program after they have begun MSEd studies must apply and gain admission to SSSW prior to the end of their first semester at Bank Street. Likewise, Silberman students who decide to pursue the Program after they have begun MSW studies must apply and gain admission to Bank Street prior to the end of their first semester at SSSW. In both of these cases, individual modifications to the program pathway may be necessary and the student's time to completion may be more than three years. Once matriculated in the MSW-MSEd Dual Degree Program, students must register at both the Silberman School of Social Work and Bank Street College of Education, Graduate School of Education. For the first year and a half of the program, Bank Street serves as the student's primary institution of record and handles the bulk of student registration; the Silberman School of Social Work then takes on this role during the student's final year and a half in the program.

**Advisement**
Each school maintains a dedicated advisor for students in the MSW-MSEd Dual Degree Program, who is able to answer questions and assist matriculated students with course registration, degree planning, and accessing resources for success:

**Pamela DeCuir**  
Dual Degree Academic Advisor  
Silberman School of Social Work at Hunter College  
pdecuir@hunter.cuny.edu

**Marjorie Brickley**  
Program Director, Infant and Family Development and Early Intervention  
Bank Street College of Education  
mbrickley@bankstreet.edu

### Program Description

The 85-credit MSW-MSEd curriculum includes 34 credits earned from the Bank Street College of Education and 51 credits earned from the Silberman School of Social Work. It is designed to provide students with competencies in clinical social work, educational practice, child and family development, and early intervention. The curriculum connects social work and early childhood/family education with a concerted emphasis on evidence-based research and practice; developing sophisticated, advanced methods of practice; and developing interdisciplinary competencies in understanding urban social challenges and advocating for social justice.

During the summer, fall, and spring of Year 1, students complete coursework and field placements primarily through Bank Street, focusing on the foundations of early childhood education, child and family development, and educational practice experience. To facilitate the transition to social work learning, students typically take the Social Work Practice Lab course at Silberman during the spring of Year 1. The bulk of Year 2, from the summer immediately following Year 1 until the next summer, comprises coursework and field practica based at the Silberman School of Social Work.

Building upon their first-year foundations, students in Year 2 develop advanced competencies, knowledge, skills, and ethics for clinical practice with a diverse range of populations, emphasizing work in educational settings with children and families. During Year 3, students' learning explicitly enhances their dual-training in social work and education. Courses in social work research, policy, and professionalization complement education courses that focus on key trans-disciplinary issues like working with parents and assessment. For greater detail, please see the curriculum plan printed below.

### Master of Social Work - MSW

**About the MSW Program**

The nationally-ranked Master of Social Work (MSW) Program at the Silberman School of Social Work at Hunter College is a 60-credit, competency-based graduate program leading to the MSW degree. The MSW curriculum reflects and facilitates a commitment to social justice; diversity; and ethical, knowledgeable practice in metropolitan, cross-cultural, and global environments. It has been shaped around a set of core competencies that are essential for all social workers, as identified by the Council on Social Work Education (CSWE), which accredits American schools of social work. Each course and field education experience within Silberman's MSW Program is intentionally designed to help students progress toward advanced-level competency attainment by the time they graduate.

**Admission to the MSW Program**

**General Criteria**
Successful performance in graduate social work education requires emotional maturity and stability, interest in working with people and readiness to assume professional responsibilities. The applicant's knowledge of professional social work and/or experience in social work settings is an important consideration for admission. The general criteria for MSW admission are as follows:

- Applicants must hold a bachelor's degree from an accredited college or university. Undergraduate preparation should demonstrate a liberal arts background and intellectual capacity for graduate study.
- Records of international students require special evaluation and should be submitted as early as possible. All applicants whose prior language of instruction was not English are required to take the TOEFL and achieve a minimum score of 213; 80 IBT (internet-based test).
- Good undergraduate preparation along with tested understanding of the profession gained through voluntary, internship and/or paid experience are the keys to a successful application for admission.
- All applicants must submit an application, transcripts from all previous academic study, three professional letters of reference, and application fees. Completed applications for admission should be submitted by the deadline date established by the School each year. All admissions are subject to limitations of available seats in the school and placement in a field practicum. Applications for admission into the MSW program must be submitted online.
- Applicants may be required to participate in a group discussion as part of the admissions process.

Curriculum

- Selecting a Practice Method
- Selecting an MSW Degree Pathway
- MSW Program Curriculum

MSW Program Curriculum

All MSW students at the Silberman School of Social Work, in all Practice Methods and degree pathways, learn through the following curricular areas:

Field Education

Field education, also called the field practicum, is the signature pedagogy of social work education at the Silberman School of Social Work. All MSW students complete field education. Field education is intended to connect the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. The MSW Program at Silberman rests upon the precept that these two interrelated components of the curriculum – classroom and field – are of equal importance, and each contributes to the development of the requisite core competencies for professional practice. MSW students' field education experiences are systematically designed, supervised, coordinated, and evaluated in close dialogue between the School and its agency/placement site partners. The agency-based field instructor provides educational and professional supervision; the School-based field advisor helps monitor and guide students through the practicum while liaising between the School and the agency; and the Field Education Department within the School oversees and ensures the success of the field education experience for students and agency partners alike. The Silberman School of Social Work maintains relationships with more than 1,000 individual agencies, organizations, and other sites for student field placement. Most MSW students complete between 900 and 1,200 hours of field practicum to earn their degrees. For all students except those in the One-Year Residency (OYR) degree pathway, the School's core Field Education courses are:

- SSW 76100 Field Instruction I
- SSW 76200 Field Instruction II
- SSW 76300 Field Instruction III
SSW 76400 Field Instruction IV
For One-Year Residency (OYR) students only, the School's core Field Education courses are:

- SSW 76700 Field Instruction I
- SSW 76800 Field Instruction II

Specific field education requirements differ, sometimes considerably, based on the student's selected degree pathway and Practice Method.

Practice Methods

All MSW students at the Silberman School of Social Work concentrate (major) in one of three Practice Methods. For a description of each Practice Method, please see MSW Program Admissions > Selecting a Practice Method above. MSW students take a series of core courses specific to their chosen Practice Method:

Method: Clinical Practice with Individuals, Families and Small Groups (CPIFG)

SSW 72100 - Clinical Practice with Individuals, Families, and Small Groups I

Development and use of clinical theory, practice and process. Integration and application of the values that underpin social work practice to engagement, biopsychosocial assessment and intervention.

 prereq: SSW 71700
 Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72200 - Clinical Practice with Individuals, Families, and Small Groups II

Application of clinical principles, including those of psychodynamic and family systems theories. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

 prereq: SSW 72100
 Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72300 - Clinical Practice with Individuals, Families, and Small Groups III

Expands and deepens knowledge and skills from multiple theoretical perspectives for professional practice. Exploration of contemporary time-limited clinical practice models with a focus on the interface of these approaches with contextual factors such as agency setting; socio-cultural specificity and the client-worker relationship in assessment and intervention will be emphasized.

 prereq: SSW 72100 and 72200
 Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.
Method: Community Organizing, Planning and Development (COP&D)

SSW 74100 - Community Organizing, Planning and Development I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

prereq: SSW 71700
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74250 - Community Organizing, Planning and Development II

Theoretical, strategic and technical aspects of planning with a focus on problem-solving analysis, design, implementation, and evaluation of community and service system interventions. Emphasizes impact of class, race, gender and sexual orientation on planning.

prereq: SSW 74100
Hours 3 hrs
Credits 3 cr.

SSW 74350 - Community Organizing, Planning and Development III

Uses Freirian methods to deepen students' strategic applications towards the creation of democratic experience, emphasizing leadership development, dynamics of power and privilege, and dilemmas/opportunities in working with not for the oppressed.

prereq: SSW 74100 and 74250
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Method: Organizational Management and Leadership (OML)

SSW 78100 - Organizational Management and Leadership I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

Credits 3
SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78200 - Organizational Management and Leadership II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

prereq: SSW 78100 or dept perm
SSW 78300 - Organizational Management and Leadership III

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

prereq: SSW 78100 and 78200

Field of Practice Specializations

MSW students have the option of choosing a further specialization in a Field of Practice (FOP). (Please note: Field of Practice specialization is required for all students who matriculated in, or prior to, the Spring 2019 semester; Field of Practice specialization is optional for all students matriculating in or after the Fall 2019 semester.) The purpose of the Field of Practice specialization is to accomplish the following:

1. Provide students with opportunities to develop in-depth knowledge and skill in an area of social work beyond the method.
2. Better prepare students for a competitive job market given the current organization of most service delivery systems.
3. Provide a potential cluster of faculty, students, and field agencies with similar interests for developing and sharing knowledge about contemporary issues and trends.
4. Provide an additional vehicle for generating general innovation and new course material in the curriculum.
5. Maintain the focus of the School, the faculty, and the curriculum on the changing needs of a multicultural urban community.

The requirements for completing a Field of Practice specialization are the following: (a) an appropriate field practicum in the second year or OYR residency year; (b) a Professional Seminar project and/or Research topic related to the FOP; and (c) at least one elective option that falls under the FOP. When students complete the requirements of their FOP specialization, they will have this accomplishment recognized in their final evaluation summary; they may add this achievement to their resume and they will receive a certificate upon graduation. Although it is not an FOP requirement to do so, students are encouraged to take policy and elective courses as available that support their Field of Practice specialization. Students pursuing a Field of Practice specialization select their FOP in the spring of their foundation year, in conjunction with planning their second-year field placement. As a reflection of both its commitment to a social justice and human rights framework and the nature of the service systems where its students will work, the Silberman School of Social Work offers the following eight FOP specializations. A sub-specialization in World of Work is available, coupled with any one of these eight specializations:

FOP: Aging

The Aging Field of Practice (Gerontology) addresses the aging process from a life course perspective. This specialization explores the aging process and the variety of issues affecting older adults and their family systems. Course selections provide content with a focus on issues such as health and mental health; social service delivery in clinical and community-based settings; assessment of risk and protective factors associated with healthy aging; assessment, intervention, and evaluation of specialized services for older adults and their family systems; caregiving; long-term care policy; and the implications of the growing demographic of the aging society. Courses that may be taken to support this specialization (pending availability) include, but are not limited to:
SSW 70217 - Social Welfare Policy in the Field of Aging

Aging policy and legislation; health care, retirement, work, and family issues. Organization, utilization and impact of services on the aging; attention given to special populations.

**prereq:** SSW 70100  
**Credits** 3  
*This course fulfills the advanced social policy requirement*

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SSW 71300 - Human Behavior and the Social Environment III

Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

**prereq:** SSW 711 and 712  
**Credits** 3  
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

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SSW 72400 - Clinical Practice with Individuals Families, and Small Groups IV

Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs, Relational Therapy. Students identify professional issues and dilemmas in both knowledge and practice. Special emphasis is on assuring competence.

**prereq:** SSW 72100  
**Hours** 45  
**Credits** 3  
*Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

- SSW 797.72 Field of Practice Platform Course

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SSW 79660 - The Aging Process: Clinical Issues in Social Work Practice with the Aged

Theoretical frameworks of human aging, including the myths and realities of major biopsychosocial problems facing older adults and their families. Practice implications.

**prereq:** SSW 71700 and one method course  
**Credits** 3

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FOP: Child Welfare – Children, Youth and Families

Consistent with the human rights framework, FOP specialization in Child Welfare—Children, Youth and Families (CWCYF) takes the view that the child or youth is an individual – and a member of a family and community with rights and responsibilities appropriate to his or her age and stage of development – who must be afforded the necessary protection and assistance to participate fully in family, cultural, and social life. This FOP specialization is designed for students interested in working in public and/or private child welfare agencies; or children, youth, and family organizations in direct service and supervisory and administrative capacities as well as organizing on behalf of all children, youth, and families for access, social justice, and equality. It prepares social workers to provide a broad range of services to individuals, groups, and families in all phases of the family life cycle. Family and individual counseling,
parent education and engagement, and the full spectrum of child welfare services are emphasized in this specialization. Students who elect a CWCYF FOP develop a plan of study which includes a field practicum in a placement related to children, youth, and family services. To be competent in this specialization, students are encouraged to take one of following courses:

- SSW 70215 Policy and Practice in Child Welfare -or- SSW 702.xx Child Welfare and Family Court Advocacy

Additional courses that may be taken to support this specialization (pending availability) include, but are not limited to:

- SSW 71300 Human Behavior and the Social Environment III
- SSW 79176 Social Services to the Gay and Lesbian Community
- SSW 79200 Social Work Practice with Children and Adolescents
- SSW 79400 Social Work Practice: Family Treatment

FOP: Health

In this field of practice, health and illness are considered as points along a continuum. Health is not merely the absence of disease. It is the ability to function in complete harmony with one's environment and the capability of meeting the ordinary physical, social, and emotional stresses of life. The newest definition includes community as well as individual well-being. The goals of this specialization are to prepare social workers who can responsibly meet the changing needs of people faced with health concerns and who can effectively advocate for quality health/mental health policies and practices in New York City. Field placement settings in this specialization include large hospitals; ambulatory care or primary care facilities; hospital out-patient and in-patient clinics or community-based health centers; day treatment programs; substance abuse treatment facilities; and specialized nursing care facilities for the chronically ill, aged, or those in need of intensive rehabilitation and/or hospice care. Some settings focus on health education or patient advocacy. Depending on setting, students in this specialization generally have the opportunity to:

- Participate in a multidisciplinary health care team;
- Work with a range of client needs (illness to wellness) and the continuum of care (prevention to long-term care) to meet those needs;
- Learn about public and private health/mental health laws, programs, resources, benefits, and services;
- Obtain skills necessary to provide quality health care services in existing mainstream and/or alternative health care systems;
- Participate in consumer and professional advocacy networks and organizations established to protect patients' rights.

Courses that may be taken to support this specialization (pending availability) include, but are not limited to:

- SSW 70214 Health and Mental Health Systems
- SSW 79158 Human Sexuality
- SSW 79662 Social Work Practice with AIDS and Chronic Illness
- SSW 797.73 Field of Practice Platform Course
- SSW 79701 Clinical Social Work Practice in Health Settings

FOP: Mental Health

In this field of practice, mental health and mental illness are considered as points along a continuum. Mental Health is not merely the absence of mental illness. It is the ability to function in complete harmony with one's environment and the capability of meeting the ordinary psychosocial and emotional stresses of life. The goals of this specialization are to prepare social workers who can responsibly meet the changing needs of people faced with mental health concerns and who can effectively advocate for quality mental health policies and practices in New York City. Students in this specialization generally have the opportunity to participate on a multidisciplinary team; work with the range of client
needs (illness to wellness) and the continuum of care (prevention to acute or long-term care) to meet those needs; learn about public and private mental health laws, programs, resources, benefits, and services; use skills necessary to provide quality mental health care services in existing or alternative mental health care systems; and participate in consumer and professional advocacy networks and organizations established to protect patients' rights. Field placement settings in this specialization include any setting that addresses part of the spectrum of mental health. This may include large hospitals; ambulatory care or primary care facilities; hospital based in-patient psychiatric units or outpatient clinics; community-based mental health clinics; day treatment or partial hospitalization programs; and substance abuse treatment facilities. Field placements may also take place in settings that are not part of the formal health care system, such as criminal justice settings but may center on working with particular populations. Courses that may be taken to support this specialization (pending availability) include, but are not limited to:

- SSW 70214 Health and Mental Health Systems
- SSW 71500 Seminar in Psychodynamics
- SSW 72400 Clinical Practice with Individuals Families, and Small Groups IV
- SSW 791.93 Community Mental Health
- SSW 797.73 Field of Practice Platform Course

FOP: Global Social Work and Practice with Immigrants and Refugees

The 21st century is characterized by unprecedented levels of global interdependence in which people, communities, and their institutions are engaged with international forces affecting their lives in very intimate ways. From climate change to economic adversity, these realities have called forth responses based on an increasing awareness of human interconnectedness. The Global Social Work and Practice with Immigrants and Refugees (GSWPIR) field specialization is defined by its mission to incorporate indigenous social work perspectives from around the globe to inform learning and practice in international contexts—with immigrants and refugees as well as in the U.S. urban environment. Many families are transnational today, with members in the U.S. and in other countries around the globe, and social workers must be prepared to engage families and communities as they navigate these complexities, redefining concepts along the way. In the context of international standards of social justice and human rights, students will become aware of the differing discourses in this field and the varied understandings of and responses to adversity. The GSWPIR FOP specialization is designed for students experienced in a global context with immigrant, refugee, and other multicultural communities or with international organizations. The FOP will prepare students to work flexibly in multiple roles, informed by multiple ways of knowing and based on their chosen social work method. Students will develop competencies needed to practice in a global, multicultural environment and address clinical issues with individuals, families, and groups; those of policy leadership and planning; or those of community organization policy and development. The concept of community is central to the field, and students will learn in practice how to utilize methods learned from global experience. Students who elect the GSWPIR FOP develop a plan of study which includes a field practicum in a global, immigrant, and/or refugee-related placement in the New York metropolitan area; as well as a final research or professional seminar paper on a related subject, a related Policy course and at least one practice elective.

- SSW 70222 International Social Welfare Policy and Services—or- SSW 70219 Immigrants and Refugees: Policies and Issues—or- SSW 797.73 Introduction to Global Social Work and Practice with Immigrants and Refugees

Practice elective courses that may be taken to support this specialization include, but are not limited to:

- SSW 798.02 Social Work and the Latino Community
- SSW 79171 Social Work Practice with Immigrants and Refugees
- SSW 797.60 Neighborhood Lab: Strengthening Community Capacity
- SSW 79801 Multicultural Social Work Practice
- SSW 79652 Social Work with Workers and Their Families

FOP: School Social Work
School social work is a distinctive field of practice with ties to both social work and education. In keeping with the human rights framework, the School Social Work Field of Practice specialization takes the view that the child or youth is an individual – and a member of a family and community with rights and responsibilities appropriate to his or her age and stage of development – who must be afforded the necessary protection and assistance to participate fully in family, cultural, and social life. School Social Work is a strong fit for students who are:

1. Interested in developing a range of skills including how to negotiate complex organizational settings, while working with individuals, groups, and community organizations;
2. Interested in interdisciplinary collaboration with other professionals and workers in a school system;
3. Committed to improving educational and social services to clients with diverse cultural, ethnic, and racial backgrounds;
4. Flexible, self-directed, able to meet new challenges, and willing to take risks;
5. Interested to be a member of the interdisciplinary Committee on Special Education – responsible for contributing to students' Individualized Educational Plans (IEP); (6) Interested in social work policies and their impact on service delivery to children in school and their impact on school social workers.

School social work FOP prepares social workers who are interested in social work practice with children, adolescents and their families who may be facing critical academic, social, and environmental stresses. After graduation, students may wish to work directly for the Department of Education (DOE) or for a community-based agency housed in a school setting providing mental health counseling; or they may work in a charter school. Courses that may be taken to support this specialization (pending availability) include, but are not limited to:

- SSW 70215 Policy and Practice in Child Welfare
- SSW 71500 Seminar in Psychodynamics
- SSW 73500 Social Work Practice with Groups I for Non-Majors
- SSW 79400 Social Work Practice: Family Treatment
- SSW 79661 Social Work Practice in School Settings

FOP: Criminal Justice

The Criminal Justice Field of Practice specialization is characterized by social work practice in the juvenile justice system and the adult criminal justice system. The FOP strongly supports the criminal justice system's dual focus on public safety and public health. This dual focus on public safety and public health is consistent with The Universal Declaration of Human Rights (UDHR): Article 3. Everyone has the right to life, liberty and security of person. The Criminal Justice FOP is designed for students interested in providing social work services to offenders, victims, and survivors. It prepares social workers to provide primarily micro-level interventions to these criminal justice-involved populations. The goals of this specialization are to prepare social workers to balance rehabilitation and retribution, treatment and punishment, and understand the relationships between reentry and homelessness, reentry and public health, and criminal justice and health and mental health, among others. Elective courses allow students a great deal of flexibility to focus on learning needs and areas of specialization within the criminal justice system such as substance abuse, health, mental health, trauma-informed care, cognitive behavior therapy, and special populations such as youth, women and older offenders. Field placements will provide experiential learning specific to the role of social work in the criminal justice system. Field placements include criminal justice settings such as courts and corrections; agencies that provide social services primarily to criminal justice-involved populations; and agencies that serve a wide variety of populations including some that have criminal justice involvement. In this way, students can concentrate on their learning needs and type of setting they prefer for specialization. Courses that may be taken to support this specialization (pending availability) include, but are not limited to:

- SSW 70218 Seminar in Social Welfare
- SSW 70220 Clients' Rights, the Legal System and Social Policy
- SSW 70216 Social Welfare Policy with the Homeless
- SSW 791.40 Social Work in the Criminal Justice System
FOP: Sexuality and Gender

The Sexuality and Gender (S&G) FOP specialization is designed for students interested in working from a strengths-based, sex positive and gender-affirming perspective. Students are also encouraged to embrace rather than avoid issues of sexuality and gender (i.e., restrictive masculinity, gender-based oppression) within their practices, incorporating the sexual dimension into biopsychosocial and community assessments. Students who elect a S&G FOP develop a plan of study which includes a field practicum in a placement related to sexuality and/or gender, an S&G approved elective and a paper on a related topic as the focus of either Professional Seminar or Research. Students complete their field practicum in approved field settings that have an emphasis on issues related to sexuality and gender (broadly defined). Environments may include schools with specific sexuality and/or gender assignments; community-based centers that specialize in working with LGBTQ clients; reproductive justice organizations; interpersonal violence-related agencies; clinics working with people who have committed sexual violence; agencies engaged with people in sex trades; and, health or mental health care settings that specialize in a related area. Courses that may be taken to support this specialization (pending availability) include:

- SSW 79158 Human Sexuality
- SSW 70213 Women and Social Welfare
- SSW 79176 Social Services to the Gay and Lesbian Community
- SSW 79157 Social Work with Victims of Violence against Women
- SSW 79175 Social Work and AIDS
- SSW 79662 Social Work Practice with AIDS and Chronic Illness

Human Behavior in the Social Environment

SSW 71100 - Human Behavior and the Social Environment I

Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71200 - Human Behavior and the Social Environment II

Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multicausality, gender, social class, and cultural pluralism and diversity.

prereq: SSW 711

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71300 - Human Behavior and the Social Environment III
Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

prereq: SSW 711 and 712
Credits 3
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Social Welfare Policy and Services

- SSW 701.00 - Social Welfare Policy and Services I- All students are required to take Social Welfare Policy and Services I. Covers circumstances that give rise to social problems and their policy solutions; frameworks for analyzing these developments; values and skills needed to understand social policy and engage in advocacy and social change are stressed.

- SSW 702.00 - Social Welfare Policy and Services II: Special Topics- Students are also required to take one course from those listed as Social Welfare Policy and Services II: Special Topics. These advanced social welfare policy courses extend the foundations of social welfare policy (SSW 701 - Social Welfare Policy and Services I) by applying knowledge and skills to a special issue, policy arena, or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of the given area. Below is a sampling of Social Welfare Policy and Services II: Special Topics courses. Availability varies by semester.

- SSW 702.XX - Client Rights, The Legal System and Social Policy-This course introduces students to the field of law as it relates to social policy and social work practice. Students will learn both theory and practice by examining the role of law and legal systems in the formulation of social policies, and the role of the social worker, with a particular focus on advocacy and individual rights. Students will learn the basic structure of the American legal system, including the process by which courts, legislatures and administrative agencies address social problems and create and implement law. Various areas of law and social policy will be explored, including child welfare, poverty, criminal justice, mental health and education.

- SSW 702.XX - Criminal Justice Policy & Mass Incarceration-Over the course of the semester, we will survey the American criminal justice system from multiple perspectives: the shape and size of the system itself (prison, parole, and probation); who goes to prison (by race, gender, education, income, age; and the kinds of crimes that they committed/were accused of/plead guilty to); what life inside is like (considering effects: boredom, stress & fear, abuse, rape, and human rights questions; and what’s it like for women); what happens to the children and families left behind: what life is like after prison (examining reintegration; jobs; recidivism); the Drug War; the sharp crime decline since the 1990s; the expansion of policing and the surveillance state; the functions of the prison (removal, punishment, rehabilitation, social control, labor control); and, finally, consider policy at the intersection of crime, welfare, and poverty. Social Welfare Policies and Services I (SSW 701) is a prerequisite.

- SSW 702.XX - Health and Mental Health Systems-This advanced social welfare policy course extends the foundations of social welfare policy (SSW 701 - Social Welfare Policy and Services I) by applying knowledge and skills to a special issue, policy arena, or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of health and mental health systems.

- SSW 702.XX - Immigrants and Refugees: Issues and Policies-This advanced social welfare policy course extends the foundations of social welfare policy (SSW 701 - Social Welfare Policy and Services I) by applying knowledge and skills to a special issue, policy arena or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of social welfare for immigrants and refugees.

- SSW 702.XX - International Social Welfare-This advanced social welfare policy course extends the foundations of social welfare policy (SSW 701 - Social Welfare Policy and Services I) by applying knowledge and skills to a special issue, policy arena or population group and by refining the analytic skills
needed to more critically synthesize and interpret the complexities of social welfare in International Social Welfare.

- **SSW 702.XX - The Political Economy of Social Welfare** - This advanced social welfare policy course extends the foundations of social welfare policy (SSW 701 - Social Welfare Policy and Services I) by applying knowledge and skills to a special issue, policy arena, or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of social welfare. The course will focus primarily on the U.S. capitalist economic system and how it's related to social welfare policy.

- **SSW 702.XX - Women & Social Welfare Policy** - This advanced social welfare policy course extends the foundations of the SSW 701 - Social Welfare Policy and Services I, by applying knowledge and skills to a special issue, policy arena or population group and by refining the analytic skills needed to more critically synthesize and interpret the complexities of women and social issues.

**Social Work Practice Learning Lab**

- SSW 71700 Social Work Practice Learning Lab 1
- SSW 71800 Social Work Practice Learning Lab 2

**Social Work Research**

- SSW 75100 Social Work Research I
- SSW 75200 Social Work Research II

**Professional Seminar**

**SSW 79000 - Professional Seminar**

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

*Credits 3*

*This is a required course for all students.*

**Electives**

**SSW 79186 - Social Work and the Arts**

Art forms are explored to provide services to populations at risk, including the elderly and the physically and mentally impaired.

*Credits 3*

**SSW 79188 - Spirituality and Healing**

Spiritual domain of human functioning. Viewing human need, strengths and experience with a spiritual lens. Spirituality and human striving for a sense of meaning and fulfillment; understanding and responsiveness to spiritual perspectives.

*prereq: SSW 71100*
SSW 70220 - Clients’ Rights, the Legal System and Social Policy

The role of legal rights in the welfare state with reference to special populations. Origins, history and the current status of the legal rights of clients; use of laws to promote social justice and social change; advocacy by social workers for clients’ rights.

prereq: SSW 70100

Credits 3
This course fulfills the advanced social policy requirement

SSW 79400 - Social Work Practice: Family Treatment

An assessment of the family from a systems approach. Family developmental life cycle, family structure evaluation; tracking interactional patterns.

Credits 3

Selecting a Practice Method

All MSW students at the Silberman School of Social Work concentrate (major) in one of three Practice Methods. A student’s chosen Practice Method serves as the foundation of their academic and professional experience throughout their time in the program. MSW Applicants select one Method when applying to the program. The three Practice Methods offered are:

Clinical Practice with Individuals, Families and Small Groups (CPIFG)

This Method introduces students to agency-based clinical practice in the urban environment. Clinical assessment and therapeutic interventions are taught from a biopsychosocial perspective. Clinical Practice prepares students through evidence-based theory and practice to provide psychosocial care to individuals, couples, families, and small groups. Clinical social workers help these clients to enact psychological and interpersonal change, increase their access to social and economic resources, and maintain and enhance their capacities and strengths. For a list of core CPIFG courses, please see MSW Program Curriculum.

Community Organizing, Planning and Development (COP&D)

This Method develops students’ competence for community-based social work practice. It stresses the skills, techniques, and strategies needed to mobilize both people and resources to solve basic social problems at either the neighborhood or citywide level. Focus is placed on social planning and social reform, as aspects of social work practice toward alleviating individual and family problems. Education, training, and field practicums are developed in collective action, advocacy, program evaluation, proposal writing, community outreach, legislative advocacy, and other vital, diverse organizing roles. For a list of core COP&D courses, please see MSW Program Curriculum.

Organizational Management and Leadership (OML)
Students in this Method are prepared to assume varied management positions in social agencies (including the traditional supervisory, middle management, and executive positions) as well as jobs as program planners and analysts, staff trainers, program directors, or budget analysts. They will develop conscious and strategic use of self in managing the complex tasks of program managers. Students seeking to concentrate in OML should have some prior management experience either in social work or at a human services agency. For a list of core OML courses, please see MSW Program Curriculum.

Selecting an MSW Degree Pathway

The Silberman School of Social Work offers several distinct pathways to the Master of Social Work degree. These pathways help to make a rigorous graduate education possible for the greatest range of social work students. MSW applicants select a degree pathway when applying to the program. MSW applicants may apply for study in only one degree pathway. Each pathway requires unique pre-requisites and application materials. The pathways offered as of 2019-2020, with their respective admission requirements, are:

Two-Year Full-Time Program

The Two-Year Full-Time Program is designed for students who can devote themselves to full-time academic and field-based study. Students are expected to attend classes two days a week with their pathway cohort, and to attend their field placement three days a week during standard business hours. Under this pathway, students complete the 60 academic credits required for graduation in two years.

Eligibility Requirements

- An earned bachelor's degree from an accredited college or university
- Undergraduate GPA of 3.0 or above
- Some professional experience in the field of social services (i.e. internships, volunteer work, and/or employment)
- Well-developed writing and critical thinking skills
- Demonstrated capacity for graduate-level study in social work, including: a strong understanding of, and commitment to, social work values, goals, and ethics; the capacity to think critically about social issues confronting the profession; and a commitment to social justice and advocacy.

Application Materials

- Silberman MSW application
- Statement of Purpose – The statement of purpose articulates the applicant's knowledge of professional social work, discusses the applicant's experience and interests in a social work setting, and answers questions posed on the application.
- Two (2) letters of recommendation
- Unofficial transcripts from all previously attended colleges/universities
- $125 application fee, non-refundable – This fee is waived for United States Military Veterans.

Accelerated Full-Time Program

The Accelerated Full-Time Program is designed for students ready to participate in an intensive, year-round learning experience. Students in this pathway complete their degrees over five consecutive semesters – including two summers – spanning 18 months. Accelerated Full-Time students matriculate in January, are assigned field placements, and
complete their first-year requirements by the end of the first summer. They then start the third semester in the fall, and ultimately finish the program the following August. Because of its uninterrupted trajectory and intensive academic nature, the Accelerated Full-Time Program is among the most very rigorous programs offered at the Silberman School of Social Work. Please Note: The only Practice Method available to students in the Accelerated Full-Time Program is Clinical Practice with Individuals, Families, and Small Groups (CPIFG).

Eligibility Requirements

- An earned bachelor's degree from an accredited college or university
- Undergraduate GPA of 3.0 or above
- Professional experience in the field of social services (i.e. internships, volunteer work, and/or employment)
- Well-developed writing and critical thinking skills
- Demonstrated capacity for graduate-level study in social work, including: a strong understanding of, and commitment to, social work values, goals, and ethics; the capacity to think critically about social issues confronting the profession; and a commitment to social justice and advocacy.

Application Materials

- Silberman MSW application
- Statement of Purpose – The statement of purpose articulates the applicant's knowledge of professional social work, discusses the applicant's experience and interests in a social work setting, and answers questions posed on the application.
- Two (2) letters of recommendation
- Unofficial transcripts from all previously attended colleges/universities
- $125 application fee, non-refundable – This fee is waived for United States Military Veterans.

One-Year Residency (OYR) Program

The Silberman School of Social Work at Hunter College offers the nation's oldest work-study MSW program, called the One-Year Residency (OYR) Program, designed for social service professionals. Launched in the early 1970s to serve New York's dedicated social service workers who could not pursue graduate education while working, the OYR Program ensures that students can obtain the MSW while continuing to work. It does this by integrating the student's professional environment with their MSW degree path. Students typically attend courses part-time at Silberman over one school year and two summers (Time Frame I). Then, they spend one intensive “residency” year within the organizations where they already work, completing school-approved field practicum internships that are distinct from their preexisting roles (Time Frame II). Finally, they complete their coursework at Silberman (Time Frame III). The OYR Program trajectory typically takes about 28 months in total. Applicants are eligible to apply to the OYR Program if they have earned a bachelor's degree; completed at least two years of successful full-time employment as a direct care worker or supervisor of direct care workers in a social service agency at the time of application; and obtain their employer's formal agreement to provide a field placement, approved by the School of Social Work, during their second year in the program.

Eligibility Requirements

- An earned bachelor's degree from an accredited college or university, GPA 3.0 or above
- Currently employed full-time as a direct care worker or a supervisor of direct care workers in a social service setting
- Has completed at least two consecutive years of full-time employment by the time of application, as a direct care worker or a supervisor of direct care workers in a social service setting
• Current employer agrees to provide the applicant, if they are accepted, with a School of Social Work-approved fieldwork internship within the organization and a SIFI-certified field instructor during their second year (this agreement is verified by the AEA form detailed below)
• Well-developed writing and critical thinking skills
• Demonstrated capacity for graduate-level study in social work, including: a strong understanding of, and commitment to, social work values, goals, and ethics; the capacity to think critically about social issues confronting the profession; and a commitment to social justice and advocacy.

Note: OYR applicants are required to select the Practice Method that relates to their existing social service role and experience.

Application Materials

• Silberman OYR application
• Agency Executive Agreement (AEA) form – Signed by executive at the social service agency where the applicant works, approving reduced work schedule and in-house field placement should they be accepted to Silberman OYR
• Statement of Purpose
• One (1) letter of recommendation written by the agency executive who signed the AEA (please attach this to the AEA) – In cases where the agency executive cannot evaluate the applicant's skills in the field, we will accept a recommendation from the assistant agency executive or current supervisor
• One (1) additional letter of recommendation from an academic or professional reference
• Unofficial transcripts from all previously attended colleges
• $125 application fee, non-refundable – This fee is waived for United States Military Veterans.

Accelerated One-Year Residency (OYR) Program

This accelerated version of Silberman's One-Year Residency (OYR) Program (see previous) is an intensive program for OYR students prepared to participate in a highly rigorous curriculum. Mirroring the standard OYR Program, applicants are eligible to apply if they have completed at least two years of successful full-time employment as a direct care worker or supervisor of direct care workers in a social service agency at the time of application, and obtained their current social service employer's approval to provide the required field placement internship, approved by Silberman, during the student's third and fourth semesters in the program. Students typically complete the 60-credit Accelerated OYR Program in six semesters or about 24 months. Please Note: The only Practice Method available to students in the Accelerated OYR Program is Clinical Practice with Individuals, Families, and Small Groups (CPIFG).

Eligibility Requirements

• An earned bachelor's degree from an accredited college or university, GPA 3.0 or above
• Currently employed full-time as a direct care worker or a supervisor of direct care workers in a social service setting
• Has completed at least two consecutive years of full-time employment by the time of application, as a direct care worker or a supervisor of direct care workers in a social service setting
• Current employer agrees to provide the applicant, if they are accepted, with a School of Social Work-approved fieldwork internship within the organization and a SIFI-certified field instructor during their second year (this agreement is verified by the AEA form detailed below)
• Well-developed writing and critical thinking skills
• Demonstrated capacity for graduate-level study in social work, including: a strong understanding of, and commitment to, social work values, goals, and ethics; the capacity to think critically about social issues confronting the profession; and a commitment to social justice and advocacy.
Note: OYR applicants are required to select the Practice Method that relates to their existing social service role and experience.

Application Materials

- Silberman OYR application
- Agency Executive Agreement (AEA) form – Signed by executive at the social service agency where the applicant works, approving reduced work schedule and in-house field placement should they be accepted to Silberman OYR
- Statement of Purpose
- One (1) letter of recommendation written by the agency executive who signed the AEA (please attach this to the AEA) – In cases where the agency executive cannot evaluate the applicant's skills in the field, we will accept a recommendation from the assistant agency executive or current supervisor
- One (1) additional letter of recommendation from an academic or professional reference
- Unofficial transcripts from all previously attended colleges
- $125 application fee, non-refundable – This fee is waived for United States Military Veterans.

Advanced Standing Program

Students who have earned a Bachelor of Social Work (BSW) degree from a CSWE-accredited social work program are able to pursue the full-time MSW with Advanced Standing. Advanced Standing applicants must have received the BSW degree within five years prior to application. Advanced Standing applicants must also have earned an overall GPA of 3.0 and a GPA of 3.2 in the Social Work major. Students accepted into the program receive credit for the first MSW year, and can typically complete the remaining 36 credits in three semesters. Advanced Standing students begin their studies in the fall; complete one academic year of full-time study, including a field placement that takes place three days per week during standard business hours; and continue their studies over the summer to finish the program. Alternatively (and depending on the student's chosen Practice Method), Advanced Standing students may choose to extend their program of study so they finish in the following fall. The Organizational Management and Leadership (OML) Practice Method is not available to Advanced Standing students.

Eligibility Requirements

- Bachelor of Social Work (BSW) degree from an accredited college or university school of social work, earned within the past 5 years
- Overall undergraduate GPA of 3.0 or above, and a GPA of 3.2 or above in the Social Work major
- Professional experience in the field of social services (i.e. internships, volunteer work, and/or employment)
- Well-developed writing and critical thinking skills
- Demonstrated capacity for graduate-level study in social work, including: a strong understanding of, and commitment to, social work values, goals, and ethics; the capacity to think critically about social issues confronting the profession; and a commitment to social justice and advocacy.

Application Materials

- Silberman MSW application
- Core Competencies Form completed by a faculty advisor from the applicant’s undergraduate program
- Core Competencies Form completed by a field instructor from the applicant's undergraduate program
- Statement of Purpose
- Two (2) letters of recommendation
- Unofficial transcripts from all previously attended colleges/universities
- $125 application fee, non-refundable – This fee is waived for United States Military Veterans.

Note

For further information about admission to the Silberman School of Social Work, please e-mail admissions at grad.socworkadvisor@hunter.cuny.edu or swapp@hunter.cuny.edu, or visit the School's website at sssw.hunter.cuny.edu.

Continuing Education and Licensure in Social Work

Licensure

Licensure is the national standard for practicing social workers. After earning the MSW, a social worker may become licensed as a Licensed Master Social Worker (LMSW) by passing an exam administered by the Association of Social Work Boards (ASWB). An LMSW may then become licensed as a Licensed Clinical Social Worker (LCSW) after four years of professional practice and additional preparation for the LCSW exam. The Silberman School of Social Work is committed to ensuring that students, while they are enrolled, become prepared to take and pass the LMSW exam. The School's Licensure Central initiative is a digital gateway available through the Hunter Blackboard portal that provides students with resources, materials, information, and practical steps to help them become licensed LMSWs. The School's Department of Continuing Education, additionally, offers courses for alumni and others dedicated to licensure preparation.

Continuing Education

The Silberman School of Social Work at Hunter College is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers (#0148). The Continuing Education and Training program at Silberman is intended for social workers seeking to fulfill their commitment to lifelong learning. It is designed to help them maintain, enhance, and hone their professional practice, knowledge, and skills. Using the method-based approach to curriculum development that informs all of Silberman's programs, Continuing Education classes reflect the School's core values and strengths in clinical practice, community organization and program development, and organizational management and leadership. Taught by a distinguished faculty of social workers, researchers, and trainers, participants gain practical, hands-on and cutting-edge knowledge of a wide range of contemporary social work issues. Classes range in duration from four hours to two-day workshops in the evenings and on weekends. For more information about Continuing Education at Silberman, please click visit the School's website.

BILED 78500 - Student Teaching in Grades 1–3 (KC)

Twenty days of supervised student teaching at grade level 1–3 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr
This Key Course requires a grade of B or better to pass.
Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SSW 72100 - Clinical Practice with Individuals Families, and Small Groups I

Development and use of clinical theory, practice and process. Integration and application of the values that underpin social work practice to engagement, biopsychosocial assessment and intervention.

prereq: SSW 71700
Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72200 - Clinical Practice with Individuals Families, and Small Groups II

Application of clinical principles, including those of psychodynamic and family systems theories. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

prereq: SSW 72100
Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72300 - Clinical Practice with Individuals Families, and Small Groups III

Expands and deepens knowledge and skills from multiple theoretical perspectives for professional practice. Exploration of contemporary time-limited clinical practice models with a focus on the interface of these approaches with contextual factors such as agency setting; socio-cultural specificity and the client-worker relationship in assessment and intervention will be emphasized.

prereq: SSW 72100 and 72200
Credits 3
NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72400 - Clinical Practice with Individuals Families, and Small Groups IV

Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs, Relational Therapy. Students identify professional issues and dilemmas in both knowledge and practice. Special emphasis is on assuring competence.

prereq: SSW 72100
Hours 45
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72500 - Social Casework for Non-Majors
Development and use of casework theory, practice and process with individuals and families. Integration and application of the values that underpin social work practice.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 72600 - Social Casework II for Non-Majors

Application of knowledge from the human behavior and the social environment areas and research findings to clients and situations. Principles addressing individual and family practice are highlighted.

prereq: SSW 72500
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79200 - Social Work Practice with Children and Adolescents

Effective practice with children and adolescents, adoptees, and those in foster and residential care. Social work skills needed when working with urban young people under the age of 19; strengths perspective; biopsychosocial model.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79400 - Social Work Practice: Family Treatment

An assessment of the family from a systems approach. Family developmental life cycle, family structure evaluation; tracking interactional patterns.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74100 - Community Organizing, Planning and Development-I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

prereq: SSW 71700
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74250 - Community Organizing, Planning and Development II

Theoretical, strategic and technical aspects of planning with a focus on problem-solving analysis, design, implementation, and evaluation of community and service system interventions. Emphasizes impact of class, race, gender and sexual orientation on planning.

prereq: SSW 74100
Hours 3 hrs
Credits 3 cr.
SSW 74250 - Community Organizing, Planning and Development-II

Theoretical, strategic and technical aspects of planning with a focus on problem-solving analysis, design, implementation, and evaluation of community and service system interventions. Emphasizes impact of class, race, gender and sexual orientation on planning.

prereq: SSW 74100
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74350 - Community Organizing, Planning and Development-III

Uses Freirian methods to deepen students' strategic applications towards the creation of democratic experience, emphasizing leadership development, dynamics of power and privilege, and dilemmas/opportunities in working with not for the oppressed.

prereq: SSW 74100 and 74250
Credits 3
SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74700 - Community Organizing, Planning and Development for Non-Majors

The community as a dimension of professional practice. Models and strategies for community intervention on behalf of those seeking improved access to resources and services; knowledge and skills needed to build supports and programs.

Hours 45
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 74800 - Grantsmanship and Proposal Writing

Techniques of fundraising, proposal preparation, and grantsmanship. Proposal writing and negotiation with funding sources.

prereq: one methods course
Hours 45
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 76100 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information and full course descriptions.
Material Fee: $15
SSW 76200 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 76300 - Field Instruction III

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100 and 76200. Advanced standing program students enroll without prereq.
Credits 3
Material Fee: $15

Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 76400 - Field Instruction IV

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76200 and 76300
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 76700 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

Credits 6
OYR and Dual Degree students only. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Material fee: $15.00

SSW 76800 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76700
Credits 6
OYR and Dual Degree students only
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.
SSW 73100 - Social Group Work I

Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

prereq: SSW 71700
Credits 3

SSW 73200 - Social Group Work II

Role of the worker in the middle and ending stages of group development; interventions; dealing with problematic roles; dealing with group conflict.

prereq: SSW 73100
Credits 3
NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 73300 - Social Group Work III

Application of practice principles. Advocate, develop and deliver ethical and effective group work services in current agency settings.

prereq: SSW 73200
Credits 3
NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 73300-61300 - Social Group Work III (for OYR students)

Application of practice principles in a variety of settings and with varied populations. Use of self as change agent. Theoretical models of social group work, key concepts, and barriers to applying "best practice" principles.

prereq: SSW 732
Credits 3 cr
NOTE: SSW 731, 732 and 733 are required for all Group Work majors. Please consult the School of Social Work Catalog for additional information and full course descriptions.

SSW 73400 - Group Work IV: The Purposeful Use of Activity in Social Group Work Practice (open to selected non-majors)

Relationship between group stage theory and activity to enhance stage-appropriate participation. Psychosocial needs of groups and their members. Use of activity as content of choice and with widely varied group types.

prereq: SSW 73200
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 73500 - Social Work Practice with Groups I for Non-Majors
Major theories, concepts, and practice principles of social group work.

Hours 45
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 73600 - Social Group Work II for Non-Majors

Expands the knowledge and skills taught in SSW 735. Practice principles and their differential application as well as implications of intervention choices.

prereq: SSW 73500; students should have the concurrent opportunity to work with a group
Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71100 - Human Behavior and the Social Environment I

Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.

Credits 3
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: 
http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71200 - Human Behavior and the Social Environment II

Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multicausality, gender, social class, and cultural pluralism and diversity.

prereq: SSW 711
Credits 3
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: 
http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 71300 - Human Behavior and the Social Environment III

Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

prereq: SSW 711 and 712
Credits 3
SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: 
http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79158 - Human Sexuality

Human sexuality within the context of human behavior and the social environment; understanding unique client groups.

prereq: SSW 71100
SSW 78000 - Organizational Management and Leadership

For non-majors. Principles and processes of administration of administration in social work. Organization and administration; planning, personnel management, budget and financing, and relationships among boards, committees, executives, professional staff, and volunteers.

**prereq:** SSW 78100 or permission of the department

**Credits:** 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78100 - Organizational Management and Leadership I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

**Credits:** 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78200 - Organizational Management and Leadership II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

**prereq:** SSW 78100 or dept perm

**Credits:** 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78300 - Organizational Management and Leadership III

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

**prereq:** SSW 78100 and 78200

**Credits:** 3

SSW 781, 782 and 783 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 78600 - Advanced Administration for Non-Majors

Techniques of budgeting, public relations, staff training, working with paraprofessionals, hiring/firing, committee processes, working with boards, and developing personnel policies in social agencies.

**prereq:** SSW 78000 or 78700

**Credits:** 3

Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.
SSW 78700 - Supervision in Social Agencies

Basic techniques of supervising professional social workers.

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 79000 - Professional Seminar

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

Credits 3
This is a required course for all students.

SSW 70150 - Social Welfare Policy and Services I: Introduction to Social Welfare Policy and Services

Circumstances that give rise to social problems and their policy solutions; frameworks for analyzing these developments; values and skills needed to understand social policy and engage in advocacy and social change are stressed.

Credits 3
SSW 70100 and one SSW 702xx course are required. SSW 70100 is a prerequisite for all SSW 702xx courses.

Students may choose the following SSW 702 course to fulfill the advanced social policy requirement. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 70210 - The Organization and Delivery of Social Services to Workers and Their Families

Human and fiscal resources and opportunities for innovative policy and program development in the world of work. Issues of economic, social and political organization in the workplace; union and industry programs as models for creative occupational social work policy and practice.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70211 - Political Economy of Social Welfare

U.S. social welfare policy and the social work profession in the context of contradictions in political economy. History of economic development; analysis of current economic and political conflicts in the global economy; strategies for change.

prereq: SSW 70100
Credits 3
This course fulfills the advanced social policy requirement

SSW 70213 - Women and Social Welfare
U.S. social welfare policy through the lens of gender: women's rights, feminist perspective and the impact of gender stereotypes.

prereq: SSW 70100  
Credits 3  
This course fulfills the advanced social policy requirement

SSW 70214 - Health and Mental Health Systems

U.S. health and mental health systems; effect of major policy shifts in service delivery on both health care services and populations at risk.

prereq: SSW 70100  
Credits 3  
This course fulfills the advanced social policy requirement

SSW 70215 - Policy and Practice in Child Welfare

Interplay of child welfare policy, service and practice issues from historical, political, socioeconomic and legal perspectives. Organization; assessment; children's vs. parents' rights; and other issues.

prereq: SSW 70100  
Credits 3  
This course fulfills the advanced social policy requirement

SSW 70216 - Social Welfare Policy with the Homeless

Ways in which social welfare policies and social services have affected homelessness; the role of social work in this policy arena.

prereq: SSW 70100  
Credits 3  
This course fulfills the advanced social policy requirement

SSW 70217 - Social Welfare Policy in the Field of Aging

Aging policy and legislation; health care, retirement, work, and family issues. Organization, utilization and impact of services on the aging; attention given to special populations.

prereq: SSW 70100  
Credits 3  
This course fulfills the advanced social policy requirement

SSW 70218 - Seminar in Social Welfare

Social welfare policy and social change issues are studied. Topics vary each semester.

prereq: SSW 70100  
Credits 3  
This course fulfills the advanced social policy requirement
**SSW 70219 - Immigrants and Refugees: Policies and Issues**

History and development of immigration and social policies that affect immigrants and refugees in America. Policy theories, dynamics and patterns related to immigration policy; delivery of service; social welfare policy advocacy.

*prereq: SSW 70100  
Credits 3  
This course fulfills the advanced social policy requirement*

**SSW 70220 - Clients' Rights, the Legal System and Social Policy**

The role of legal rights in the welfare state with reference to special populations. Origins, history and the current status of the legal rights of clients; use of laws to promote social justice and social change; advocacy by social workers for clients' rights.

*prereq: SSW 70100  
Credits 3  
This course fulfills the advanced social policy requirement*

**SSW 70221 - Social Welfare and Disabilities**

Implications of the Americans with Disabilities Act (ADA) and other legislation on social work practice with people who have disabilities. Creation of effective service delivery systems.

*prereq: SSW 70100  
Credits 3  
This course fulfills the advanced social policy requirement*

**SSW 70222 - International Social Welfare Policy and Services**

International social welfare policy and services in social work. Review of past, present and future challenges produced by history, economic change, and globalization and their implication.

*prereq: SSW 70100  
Credits 3  
This course fulfills the advanced social policy requirement*

**SSW 71700 - Social Work Practice Learning Lab 1**

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

*Credits 3  
SSW 71700 and 71800 are required. Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**SSW 71800 - Social Work Practice Learning Lab 2**
This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

prereq: SSW 71700  
Credits 3  
SSW 71700 and 71800 are required. Please consult the School of Social Work website:  
http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75100 - Social Work Research I

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

Credits 3  
SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website:  
http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75200 - Social Work Research II

Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

prereq: SSW 75100 or equivalent  
Credits 3  
SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website:  
http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 77500 - Special Topics in Social Work Ways of Knowing and Communicating

Courses in this grouping build students' capacity to acquire, appraise, analyze and integrate multiple sources of knowledge, communicate both orally and in writing through the use of common assignments used in the study of substantive content areas.

Credits 3  
SSW 77500 is required. Please consult the School of Social Work website:  
http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 77501 - Ways of Knowing: Theories and Perspectives on Aging

Credits 3  
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77502 - Ways of Knowing: Theories and Perspectives on Child Welfare

Credits 3  
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.
SSW 77503 - Ways of Knowing: Theories and Perspectives on Health

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77504 - Ways of Knowing: Theories and Perspectives on Domestic Violence

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77505 - Ways of Knowing: Theories and Perspectives on Mental Health

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77506 - Ways of Knowing: Theories and Perspectives on Criminal Justice

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77507 - Ways of Knowing: Theories and Perspectives on Authority Settings

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77508 - Ways of Knowing: Theories and Perspectives on Trauma

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77509 - Ways of Knowing: Theories and Perspectives on Immigrant Experience

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.
SSW 77510 - Ways of Knowing: Theories and Perspectives on Trauma and Co-Occurring Disorders

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77511 - Ways of Knowing: Theories and Perspectives on Social Work and the Arts

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77512 - Ways of Knowing: Theories and Perspectives on Drugs and Alcohol

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77513 - Ways of Knowing: Theories and Perspectives on Schools

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77514 - Ways of Knowing: Theories and Perspectives: Early Development

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77515 - Ways of Knowing: Theories and Perspectives: Youth Development

Credits 3
This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 71500 - Seminar in Psychodynamics

Dimensions of psychodynamic theory: modern drive theory, ego psychology and object relations theory. Relationship to clinical practice.

prereq: SSW 71100 and 71200
SSW 71900 - Foundations of Social Work Practice

An orientation to the profession of social work, the use of research in practice, the multicultural context of practice, the common base of practice and some of the unique aspects of clinical work with individuals and families, group work, community organization and administration.

Credits 3

SSW 72700 - Social Work with Clients in Authoritarian Settings: Working with Mandated and Involuntary Clients

Services to individuals and groups involved with parole, probation, court clinics, institutions for offenders, and child and adult protection agencies.

Credits 3

SSW 77000 - Alcoholism and Substance Abuse


prereq: SSW 71100

Credits 3

SSW 77300 - Social Work Ethics and Values

Moral and philosophical analysis of ethical problems and value issues as presented in social work practice. Application of philosophical theories to the analysis of practice dilemmas; principles for decision-making.

Credits 3

SSW 79157 - Social Work with Victims of Violence against Women

Domestic violence and the complex interactions between affected individuals and their environments (children, families, communities). Interventions.

prereq: SSW 71100

Credits 3

SSW 79171 - Social Work Practice with Immigrants and Refugees

Services for immigrants and refugees; assimilation, acculturation, bi-culturalism and ethnic identity; feelings for the homeland; resettlement and family reunification; problems of terrorism, immigration and anti-immigration.

prereq: One method course: SSW 72100, 74100, or 78100
**SSW 79175 - Social Work and AIDS**

The needs of people with AIDS and their families; confidentiality, mortality and human sexuality from a holistic clinical perspective.

*prereq: SSW 71100*

**Credits 3**

*Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**SSW 79176 - Social Services to the Gay and Lesbian Community**

Developmental models for positive lesbian, gay, bisexual or transgendered identity; social work skills for assessment and intervention.

*prereq: SSW 71100*

**Credits 3**

*Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**SSW 79186 - Social Work and the Arts**

Art forms are explored to provide services to populations at risk, including the elderly and the physically and mentally impaired.

**Credits 3**

**SSW 79188 - Spirituality and Healing**

Spiritual domain of human functioning. Viewing human need, strengths and experience with a spiritual lens. Spirituality and human striving for a sense of meaning and fulfillment; understanding and responsiveness to spiritual perspectives.

*prereq: SSW 71100*

**Credits 3**

*Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**SSW 79189 - Perspectives on the Aging Process: Implications for Social Work Practice**

Biopsychosocial relationship between health and aging with emphasis on family, culture, individual coping, and environmental stress and support.

*prereq: SSW 71100*

**Credits 3**

*Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.*

**SSW 79652 - Social Work with Workers and Their Families**
Significance of work, unemployment and the changing workplace in the lives of clients and communities. Opportunities for practice with labor and management in occupational social work settings.

prereq: SSW 71700 and one method course
Credits 3

SSW 79653 - Clinical Practice in Child Welfare

Issues in child abuse and neglect. Clinical work with families involved with the child welfare system. Treatment; transference and countertransference; development of empathy. Interventions.

prereq: SSW 71700 and one method course
Credits 3

SSW 79658 - Contemporary Psychosocial Approaches in the Treatment of Chronic Mental Illness

Evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice. Specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness.

prereq: SSW 71700 and one method course
Credits 3

SSW 79660 - The Aging Process: Clinical Issues in Social Work Practice with the Aged

Theoretical frameworks of human aging, including the myths and realities of major biopsychosocial problems facing older adults and their families. Practice implications.

prereq: SSW 71700 and one method course
Credits 3

SSW 79661 - Social Work Practice in School Settings

Roles and functions of social workers within a complex ecological system of home/school/community are explored with an emphasis on skill development for practice with urban children and their families.

prereq: SSW 71700 and one method course
Credits 3

SSW 79662 - Social Work Practice with AIDS and Chronic Illness

Unique approach in social work to HIV/AIDS. Illness trajectory of HIV with other epidemics and chronic illnesses. Practice techniques. Impact on women, people of color, and LGBT individuals.

prereq: SSW 71700 and one method course
Credits 3

SSW 79665 - Electoral Activism and Social Work Practice
Involvement in the electoral arena that advances social work values and empowers social workers, clients and communities to become active participants in civic life.

prereq: SSW 71700 and SSW 74100
Credits 3

SSW 79701 - Clinical Social Work Practice in Health Settings

Spectrum of reactions to illness; change and adaptation; loss, grief and bereavement; uncertainty; value dilemmas and ethical issues related to illness, health care and social work intervention.

prereq: One method course: SSW 72100, 74100, or 78100
Hours 45
Credits 3

SSW 79801 - Multicultural Social Work Practice

Trends, issues and concerns in social work practice with racially and ethnically diverse individuals, families and groups in the urban environment.

prereq: SSW 71700 and one method course
Credits 3

SSW 75800 - Tutorial

A reading and independent study course for students under faculty guidance.

prereq: completion of the first semester of graduate social work study and dept perm
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75801 - Tutorial

Credits 1
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75802 - Tutorial

Credits 2
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

SSW 75803 - Tutorial

Credits 3
Please consult the School of Social Work website: http://www.hunter.cuny.edu/socwork/ for additional information.

Sociology/Social Research Department
Description
The core agenda of the Hunter College Sociology Department is to instruct students in a major that develops critical skills and social awareness and is also part of a broad and rich liberal arts curriculum. The Sociology Department at Hunter College has been built with the comprehensive aim of including most of the various facets of the sociological enterprise, including: theoretical/philosophical sociologists, field and quantitative researchers, criminologists, critical and feminist theorists, specialists in media studies and consumer behavior, micro-sociologists, students of global and international studies, urban studies, and specialists in computer-based research programs.

At Hunter College, our Sociology Department faculty members fulfill a triple mission as teachers, researchers/scholars and as active members of the larger Hunter community. First, as teachers, we take seriously the rich diversity of Hunter's student body by offering courses that emphasize both local and global perspectives. We use New York City as a "laboratory" in many of our courses at both the undergraduate and master's levels including "Intro," urban sociology, quantitative methods and statistics, race/ethnicity, immigration, consumer behavior, criminology and gender studies. We also offer courses on international development and globalization. Our strength in the fields of race/ethnicity and immigration, as well as in a range of other established subfields, allows us to incorporate sociological perspectives with an appreciation of Hunter students' wonderfully diverse backgrounds and experience. Nearly all the courses that are given in these various specializations are offered on a more or less regular basis and are nearly always fully subscribed since students who are not majors also take our courses in large numbers. Both in our undergraduate and graduate programs, we encourage faculty to develop new electives on a regular basis so as to keep our curriculum up to date and interesting for students.

At the graduate level, our Master of Science in Social Research program is successful at preparing students for careers in applied sociology, and at making it possible for students to secure jobs in the non-profit, governmental and corporate world that may have traditionally been closed to them. The Master's program ("GSR") is nationally recognized as a model for integrating the applied with the theoretical in training students for the professional world. Our combined BA/MS Program also gives students who already attend Hunter an opportunity to remain engaged with their studies while becoming integrated into a community of sociologists.

Sociology/Social Research Department Faculty

Michael Owen Benediktsson, Assistant Professor; PhD, Princeton University; Urban and Cultural Sociology/Theory

Lynn Chancer, Professor; PhD, CUNY; Race/Class/Gender, Criminology/Delinquency

Erica Chito Childs, Assistant Professor; PhD, Fordham; Race/Gender/Sexuality, Family, Media/Popular Culture

Margaret Chin, Assistant Professor and Chair; PhD Columbia; Family, Qualitative Research Methods

Jessie Daniels, Professor; PhD, University of Texas-Austin; Digital Sociology, Medical Sociology, Sociology of Race and Racism

Thomas DeGioma, Assistant Professor; PhD, Rutgers; Culture, Cognition/memory, Symbolic Interaction, and Sociological Theory

Nancy Foner, Distinguished Professor; PhD, Chicago; Migration and Immigration, Race/Class/Gender, Urban Sociology; Joint Appointment with Graduate Center

Marc Halling, Lecturer; BA, Minnesota; Social Theory, Medical Sociology, Media and Culture
Jessica Halliday Hardie, Assistant Professor; PhD UNC; Quantitative Methods and Statistics, Sociology of Education, Gender, Public Policy

John Hammond, Professor; PhD, Chicago; Collective Behavior/Social Movements, Political Sociology, Work and Labor Markets

Donald J. Hernandez, Professor; PhD., University of California, Berkeley; Demography, Family, Children/Youth/Public Policy

Marnia Lazreg, Professor; PhD, NYU; Development, Political Economy, Cultural Movements, Gender, Biotechnology

Jeff London, Lecturer; Ph.D. CUNY-Graduate Center; Food and society, leisure and consumption studies, urban sociology

Howard Lune, Associate Professor; PhD, NYU; Organizations, Collective Behavior/Social Movements, Research Methods, Urban Sociology

Joong-Hwan Oh, Associate Professor; PhD, South Carolina; Urban Criminology, Global Sociology, Race and Ethnic Relations

Calvin John Smiley, Assistant Professor; PhD., City University of New York; Race & Ethnic Relations, Law & Society, Criminology

Pamela Stone, Professor; PhD, Johns Hopkins; Work and Labor Markets, Sex and Gender, Occupations/Professions

Peter Tuckel, Professor; PhD, NYU; Quantitative Methodology, Political Sociology

Michael Wood, Associate Professor; PhD, Texas; Consumer Behavior, Economy and Society, Cultural Sociology

Affiliated Faculty

Jeanne Weiler, Associate Professor; PhD, SUNY-Buffalo; Education, Comparative/Historical, Applied Sociology/Evaluation Research

Special Education Programs

- Professional Certification in Special Education (Advanced Preparation) - MSEd
- Applied Behavior Analysis - MS / Advanced Certificate
- Blind and Visually Impaired - MSEd
- Blind and Visually Impaired: NYS Teacher Certification - Advanced Certificate
- Blind and Visually Impaired: Orientation and Mobility - Advanced Certificate
- Childhood Special Education: Additional NYS Certification - Advanced Certificate
- Childhood Special Education: Behavior Disorders - MSEd
- Childhood Special Education: Learning Disabilities - MSEd
- Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness) - MSEd
- Deaf and Hard-of-Hearing - MSEd
- Early Childhood Development and Learning: Diverse Children and Families - MSEd

Return to Sociology/Social Research Department
Student Eligibility

To be eligible for federal and state aid, a student must be a United States citizen or an eligible non-citizen, who is making satisfactory academic progress toward a degree. Students who have defaulted on a federal student loan or owe a repayment of a federal grant at any post-secondary school must make satisfactory repayment arrangements with that institution before they will be eligible to receive aid at Hunter College.

Satisfactory Academic Progress

All recipients of financial aid must be making satisfactory progress toward a degree.

Student Regulations and Rights

Statement on the Rights of Students

The Hunter College Senate voted endorsement of the following statement on September 24, 1974:

Preamble

"Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well being of society. Free inquiry and free expression are indispensable to the attainment of these goals....Freedom to teach and freedom to learn are inseparable facets of academic freedom."

Students “have a distinctive role...which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education....Joint efforts among all groups in the institution-students, faculty, administration, and governing board-is a prerequisite of sound academic government....Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in college and university government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community."

"The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students’ rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions at the college change.

I. Academic and Personal Files
1. Improper disclosure, even within the college, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal, and disciplinary records should be kept in separate files.

2. All files may be made available only to specially authorized college staff. Express consent of the student involved is otherwise required.

3. Academic records and transcripts should contain only information about scholastic achievement.

4. No records should be kept which reflect the political and off-campus activities or beliefs of students.

5. Non-current medical and disciplinary records should be periodically destroyed.

6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails the student has the right to append a written rebuttal to the record.

II. Classroom, Grades, etc.

1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to college standards.

2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.

3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.

4. Students' grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.

5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.

6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

III. Participation in Academic Affairs

1. Students have the right, individually and collectively, to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.

2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.

3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.

4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.
5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the college community, and should be weighed in all decisions affecting faculty status and curriculum.

IV. Extracurricular Activities

1. Students should be free to form and join associations to promote their common interests.

2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the college.

V. Standards of Conduct

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the college.

2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.

3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

RESOLVED, That these rules and regulations be incorporated in each college bulletin.

*Adopted by the Board of Trustees of The City University of New York on June 23, 1969, and amended on October 27, 1980, and May 22, 1989.*

**Rules and Regulations for Students Pursuant to Article 224A**

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridiem or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself or herself of provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his rights under this section.

1. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.

7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Trustees of the City University of New York or any community college.

Equal Opportunity Programs

Hunter College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sexual orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedure.

Student Resources

In reviewing the student budget, a prospective student should consider the resources that will be available from earnings and savings, the amount that parents can contribute, and any benefits the prospective student receives, such as social security, veteran's benefits, unemployment, or TANF.

Summer employment can help to meet the first costs of enrollment, and the prospective student should plan to save money from summer earnings.

Cash will be needed right away for books, supplies, and transportation.

Student Veterans Services

Student Veteran Services (SVS) is the central hub that connects student veterans with academic and personal support resources on and off campus. The SVS team is made up of dedicated student affairs professionals, who support the student veteran population at the college, including: service members, veterans, and eligible family members. Our goal is to support your academic and personal endeavors at Hunter, from acceptance to graduation, including your transition and integration to our college community.

Hunter College is proud to have you enrolled at our institution and greatly appreciates your service to our nation. We look forward to working with you during your time at the college.

Students Matriculated at Hunter Taking Courses at Other Institutions
Hunter matriculated students in good standing (GPA 3.0) have the option of taking courses at other CUNY colleges on a "EPermit" basis and receiving credit toward their Hunter degree with permission of the graduate adviser. Instructions on permit requirements and procedures are available at http://registrar.hunter.cuny.edu/. Students who would like to enroll in courses at a non-CUNY college should inquire in the OASIS, room 217 North. The student registers at a non-CUNY college as a nonmatriculated student and at the end of the semester requests that a transcript be sent to Hunter College, Attention: Records Division/Permits, Room 223 North Building.

A schedule of classes, giving the days and times when each graduate course will meet, is published prior to each registration and posted on the Office of the Registrar website at http://registrar.hunter.cuny.edu.

Students Matriculated at Other Colleges of the City University

Students matriculated in a graduate program at any other branch of the City University who want to register for a course or courses at Hunter College are required to use the EPermit System available at www.cuny.edu/. Students must register for a CUNY Portal account and complete the EPermit process at this site. Information regarding their Epermit request will be e-mailed to their e-mail address. Deadline dates are available at http://registrar.hunter.cuny.edu/ Tuition payment for courses is made at the student's home school. Grades will be collected by the City University and forwarded to Hunter College at the end of the semester, once grades become available.

Students' Rights Concerning Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

I. The right to inspect and review the student's education records.

Students should submit to the registrar, the dean of students, or other appropriate college official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be provided with copies of the requested records or notified of the time and place where the records may be inspected. Students will be charged a fee for copies of requested records. If the request is denied or not responded to within 45 days, the student may appeal to the college's FERPA appeals officer. Additional information regarding the appeal procedures will be provided by the college's FERPA appeals officer: Office of Legal Affairs, Hunter College, Room 1705E, 695 Park Avenue, New York, NY 10021.

II. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write to the registrar, the dean of students, or other appropriate college official, clearly identify the part of the record they want
changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

III. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the university has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

IV. You may appeal the alleged denial of FERPA rights to the:

General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 205 East 42nd Street, New York, NY 10017.

V. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

VI. The college will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the information:

A student's name, attendance dates, telephone listing, home address, present address, e-mail address, major and minor fields of study, degrees and awards received, date of birth, place of birth, level of education, and the most recent previous educational institution attended. By filing a form with the Registrar's Office, a student or former student may
request that any or all of the above information not be released without his or her prior written consent. This form may be completed, withdrawn, or modified at any time.

This policy shall be effective as of September 2000 and shall supersede prior policy on this issue.

**Subsidized Bilingual Extension Program**

The Subsidized Bilingual Extension Program (SBEP) is a partnership with the NYDOE which offers currently certified content and classroom teachers the opportunity to gain a bilingual extension for their current New York State certification.

**Teach for America**

Teach for America (TFA) is a national alternative certification teacher preparation program with corps members teaching full time in public and charter schools while studying at partner universities and participating in continuous supervision and professional development. As a partner university, Hunter College hosts candidates in Special Education and Bilingual Education.

**TESOL Intensive Teacher Institute**

The Hunter College TESOL Intensive Teacher Institute (ITI) offers currently certified content and classroom teachers the opportunity to gain additional NYS certification in PreK-12 English as a Second Language (ESL). In addition to coursework, candidates receive specialized mentoring and coaching feedback to support ELL academic language development across the content areas.

**Test Programs and Courses in Biochemistry**

**Biochemistry**

**About the Program**

The interdisciplinary program in Biochemistry is jointly administered and staffed by members of the Biological Sciences and Chemistry departments. The master's degree is offered as a terminal degree. Both first-year courses and advanced courses are available at Hunter College and/or at the Graduate Center, 365 Fifth Avenue, New York, NY 10016.

What can I do with my degree in Biochemistry?

The MA in Biochemistry prepares graduates to compete for laboratory professions in academia or industry, further education in the health professions and continued studies in doctoral programs in biochemistry or other biomedical science.

**Programs and Courses**
Administration and Faculty

Department Offices:

Biological Sciences:

927 North
(212) 772-5293
bio_admin@genectr.hunter.cuny.edu
Website: http://biology.hunter.cuny.edu

Chair:

Derrick Brazill
N803a North
brazill@genectr.hunter.cuny.edu

Chemistry:

1307 North
(212) 772-5330
msettenh@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/chemistry

Chair:

Akira Kawamura
1312 North
chairche@hunter.cuny.edu

Graduate Advisers: Department of Biology

Thomas Schmidt-Glenewinkel
839 North
(212) 772-5027
thomas@genectr.hunter.cuny.edu

Olorunseun Ogunwobi
426 Belfer
(212) 896-0447
ogunwobi@genectr.hunter.cuny.edu

Graduate Adviser: Department of Chemistry

Yujia Xu
1304C North
(212) 772-4310
yujia.xu@hunter.cuny.edu
Faculty

Biochemistry Faculty

Biochemistry - MA

Return to: Biochemistry

Requirements for Admission for Plan 1 and Plan 2

General admission requirements to Hunter's graduate programs are observed including GRE (verbal and quantitative reasoning); TOEFL (for foreign students whose native language is other than English). The GRE will be waived upon applicant's request, if documentation of professional experience in the field, or graduate-level academic work show adequate preparation to successfully pursue the degree.

In addition, the student must have completed the following courses: general chemistry (including qualitative analysis) (one year), quantitative analysis, organic chemistry (one year), physical chemistry (one semester lecture and laboratory), biology (one year), biochemistry lecture and laboratory (one semester). Deficiencies may be made up during the first three semesters of graduate study.

Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission).

Requirements for Admission for Plan 3

The general guidelines for admission to Hunter College will be followed. Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission). (Note, this new policy on GRE waiver will be applied to all three study plans). Students who have successfully completed two or more graduate-level courses with a GPA of 3.0 or better may request a waiver of the GRE score requirement. The request for GRE waiver must be submitted in writing at least one month before the deadline of applications (end of October for Fall admission, end of March for the spring admission). Students interested in Plan 3 should submit a written letter-of-intent to the advisor after being admitted to the M.A. Program in Biochemistry before the ending of the first semester of study. To qualify for this option, students must have completed 9-12 credits of graduate-level courses that can be transferred upon approval. Credits that counted toward graduation requirements for a baccalaureate degree cannot be transferred. In addition, the student should provide an evaluation letter from the thesis mentor indicating the student can complete the thesis within one year. In the event that the student fails to defend the thesis by the end of the first year of study, he/she could may request a one-year extension to graduate under the Accelerated Thesis Option. Alternatively, or in the event the request is denied, he/she has the option to chose to graduate under study Plan 2: The Thesis Option or Plan 1: the Comprehensive Exam Option, provided that he/she meets all requirements of the chosen Plan 2.

Requirements for the Degree

Comprehensive Examination or Thesis:
Students may complete the requirements for the MA through either of the following two plans:

- Plan (1): A minimum of 30 credits of course work plus a passing grade in a comprehensive examination.

- Plan (2): A minimum of 24 credits of course work, plus 6 credits from a thesis on an original research problem. The thesis must be approved by the student’s adviser, and it must be defended before a thesis committee.

Courses:

The student must complete the following courses from the list below. Note that no more than 10 credits of 600-level courses may be taken.

Plan (1):

**BIOCHEM U71010 - Advanced Biochemistry 1**

*prereq: a 1-semester course in biochemistry or equiv and physical chemistry*

*Hours 3 hrs.*

*Credits 3 cr.*

*Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.*

 OR

**CHEM 64000 - Biochemistry I**

Proteins, enzymes, bioenergetics, recombinant DNA.

*prereq: 1 yr of undergraduate organic chemistry*

*Hours 3 hrs.*

*Credits 3 cr.*

*Fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.*

**BIOCHEM U71020 - Advanced Biochemistry 2**

*prereq: BIOCHEM 71010 or equivalent*

*Hours 3 hrs.*

*Credits 3 cr.*

*Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.*

 OR

**CHEM 64100 - Biochemistry II**

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

*prereq: CHEM 64000*

*Hours 3 hrs.*

*Credits 3 cr.*

*Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020*
BIOCHEM U75000 - Bioorganic Chemistry

*Hours 3 hrs.*
*Credits 3 cr*
*Fall only, offered at the Graduate Center*

- BICM 77000 Physical Biochemistry

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

*prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent*

*Hours 4 hrs.*
*Credits 4 cr*
*Fall*

Minimum of two courses from the following:

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

*prereq: 1 yr of organic chemistry*

*Hours 75 hrs.*
*Credits 5 cr*
*Fall only*

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

*prereq: undergraduate organic chemistry or biochemistry*

*Hours 60 hrs.*
*Credits 4 cr*
*Spring only*

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

*prereq: undergraduate genetics and molecular biology (or biochemistry)*

*Hours 60 lec.*
*Credits 4 cr*
*Fall only*
BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

BIOL 61000 - Workshop in Biotechnology

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

prereq: BIOL 71000 or permission of instructor
Hours 30 hrs/wk for 4 wks,
Credits 4 cr

Additional Requirements:

- BIOCHEM 71551
- BIOCHEM 71552
- BIOCHEM 71553
- BIOCHEM 71554
- BIOCHEM 71100

Any remaining or additional credits may be taken by choosing courses in Biology or Chemistry as electives, or by taking additional research credits (BIOCHEM 71201, BIOCHEM 71202, BIOCHEM 71203, BIOCHEM 71204)

A passing grade of the Comprehensive Exam given at the end of the study.

Plan (2):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry
Hours 3 hrs.
Credits 3 cr.
fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000
Hours 3 hrs.
Credits 3 cr
Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020 may be substituted, respectively by

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry
Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent
Hours 3 hrs,
Credits 3 cr
Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry
Hours 3
Spring only, offered at the Graduate Center

Minimum of one course from:

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
Fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.
prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,
Credits 4 cr

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,
Credits 4 cr

BIOL 75003 - Developmental Biology

Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,
Credits 4 cr

Spring only

BIOL 61000 - Workshop in Biotechnology

Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,
Credits 4 cr

Additional Requirements:

- BIOCHEM 71551
- BIOCHEM 71552
- BIOCHEM 71553
- BIOCHEM 71554
- BIOCHEM 71100
- BIOCHEM 79901
- BIOCHEM 79902
- BIOCHEM 79903

Any remaining credits may be taken as research credits (BIOCHEM 71201, BIOCHEM 71202, BIOCHEM 71203, BIOCHEM 71204)
Plan (3)

Minimum of 9 cr. Graduate-level courses that may come from any combination of three courses from the following three lists:

**Hunter Chemistry:**

- CHEM 63300 Computational Drug Discovery 3 cr.
- CHEM 66800 Structural Biology 3 cr.
- CHEM 67000 Introduction to Nanotechnology 3 cr.
- BIOCHEM U71010 Advanced Biochemistry 1 3 cr
- BIOCHEM U71020 Advanced Biochemistry 2 3 cr
- BIOCHEM U75000 Bioorganic Chemistry 3 cr

No more than two from the following Hunter Biology courses:

- BIOL 71013 Molecular Biology Lecture 5 cr
- BIOL 71401 Cell Biology 4 cr
- BIOL 70005 Genetics 4 cr
- BIOL 75003 Developmental Biology 4 cr

**Graduate Center - Chemistry and Biochemistry:**

- CHEM 81900 Topics in inorganic chemistry: Radiochemistry 3 cr.
- BICM 77000 Physical Biochemistry 3cr.

Minimum of 21 cr. of research-related training:

- BIOCHEM 71551 Seminar in Biochemistry 1
- BIOCHEM 71553 Seminar in Biochemistry 1
- BIOCHEM 71554 Seminar in Biochemistry 1
- BIOCHEM 71100 Basic Laboratory Techniques for Research in Biochemistry 4
- BIOCHEM 71201 Advanced Laboratory Techniques for Research in Biochemistry 1 cr.
- BIOCHEM 71202 Advanced Laboratory Techniques for Research in Biochemistry 2 cr.
- BIOCHEM 71203 Advanced Laboratory Techniques for Research in Biochemistry 3 cr.
- BIOCHEM 71204 Advanced Laboratory Techniques for Research in Biochemistry 4 cr.
- CHEM 64900 Instrumental Analysis 5 cr. OR CHEM U79000 Basic Laboratory Techniques for Research in Biochemistry 4 cr
- BIOCHEM 79901 Thesis Research (Master's) 1
- BIOCHEM 79902 Thesis Research (Master's) 2
- BIOCHEM 79903 Thesis Research (Master's) 3

**BIOCHEM U71010 - Advanced Biochemistry 1**

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

**Hours 3 hrs,**  
**Credits 3 cr**

Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.
BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent
Hours 3 hrs,
Credits 3 cr
Spring only, offered at the Graduate Center
CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry
Hours 3
Spring only, offered at the Graduate Center

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8
Credits 4

BIOCHEM 71201 - Advanced Laboratory Techniques for Research in Biochemistry

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

prereq: Department Permission Required
Hours 1 hr
Credits 1 cr.

BIOCHEM 71202 - Advanced Laboratory Techniques for Research in Biochemistry

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

prereq: Department Permission Required
Hours 2 hrs
Credits 2 cr.

BIOCHEM 71203 - Advanced Laboratory Techniques for Research in Biochemistry
Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

prereq: Department Permission Required
Hours 3 hrs
Credits 3 cr.

**BIOCHEM 71204 - Advanced Laboratory Techniques for Research in Biochemistry**

Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology. Students may register for 1 to 4 credits.

prereq: Department Permission Required
Hours 4 hrs
Credits 4 cr.

**BIOCHEM 71551 - Seminar in Biochemistry**

Hours 1
Credits 1
offered Fall and Spring

**BIOCHEM 71552 - Seminar in Biochemistry**

Hours 1
Credits 1
offered Fall and Spring

**BIOCHEM 71553 - Seminar in Biochemistry**

Hours 1
Credits 1
offered Fall and Spring

**BIOCHEM 71554 - Seminar in Biochemistry**

Hours 1
Credits 1
offered Fall and Spring

**BIOCHEM 79901 - Thesis Research**

Credits (Master's) 1

**BIOCHEM 79902 - Thesis Research**

Credits (Master's) 2
BIOCHEM 79903 - Thesis Research

Credits (Master's) 3
offered Fall, Spring, and Summer Open only to students writing a thesis as part of the requirements

CHEM 64900 - Instrumental Analysis

A laboratory-based introduction to electronic instrumentation-based analytical techniques for chemistry and biochemistry, which focuses on theoretical foundations and practical applications. The course discusses instrumental analysis applications in pharmaceutical research and production, materials, food science, forensics, energy, and medical laboratories, as well as basic research in chemistry, physics and biology. The course will be taught in a mixed format including lectures and laboratory projects, student-led discussions, and a final writing/oral presentation project, with a primary emphasis on laboratory experience.

prereq: departmental permission
Hours 8 hrs (2 hour lecture, 6 hour lab)
Credits 5 cr.

CHEM 66800 - Structural Biology

This course introduces to students the applications of molecular spectroscopy and other emerging techniques used to study the structure, the molecular interactions of, and the self-assembly of biomolecules. The course will be taught in a mixed format including lectures, computer laboratory projects, student-led discussions on journal papers, and a final writing/oral presentation project. Not open to students who have taken CHEM 369800

prereq: instructor permission
Hours 3 hrs
Credits 3 cr.

CHEM 67000 - Introduction to Nanotechnology

This course introduces students to the underlying principles and applications of the emerging fields of nanotechnology and nanoscience. Intended for a multidisciplinary audience with a variety of backgrounds, the course introduces tools and principles relevant at the nano scale. The course discusses current and future nanotechnology applications in engineering, materials, physics, chemistry, biology, electronics, and energy. Not open to students who have taken CHEM 36000

prereq: instructor permission
Hours 3 hrs
Credits 3 cr.

The Center for Puerto Rican Studies

The Centro de Estudios Puertorriqueños/Center for Puerto Rican Studies is a university-based research institute whose mission consists of two components. One is to collect, preserve and provide access to archival and library resources documenting the history and culture of Puerto Ricans and Latinos. The other is to produce, facilitate and disseminate
interdisciplinary research about the Diaspora experiences of Puerto Ricans and to link this scholarly inquiry to social action and policy debates.

The Centro Library and Archives is the principal Puerto Rican Studies research collection in the United States and the most extensive Latino research and archival facility in the Northeast. It is also the only library and archives in the State of New York exclusively dedicated to Puerto Rican and Latino documentation. The Library and Archives is open to the public and serves diverse users, scholars and the general public from the New York area, from other parts of the U.S. and from abroad.

CENTRO participates in two exchange programs. (1) The CUNY/UPR Academic Exchange Program (Intercambio) is a program of academic interchange between the City University of New York (CUNY) and the University of Puerto Rico (UPR). The program serves all CUNY colleges. CUNY undergraduates may study for a semester, or the full academic year at the Rio Piedras Campus of the UPR and receive full credit from their home college. (2) The CUNY-Caribbean Exchange promotes institutional, faculty, and student intellectual and scientific exchange with academic institutions in the Caribbean.

The Cost of Attendance

Costs must be considered when a student is making decisions about whether, where, or when to attend college. A student budget is used as an estimate of the amount of money it will cost a student to attend college.

The budget includes allowances for tuition, fees, books, transportation, housing, food and personal expenses. Additional allowances may be made for unusual expenses such as dependent-care costs.

Student budgets are set each year by CUNY (City University of New York). They reflect the average expenses of all students who are living with their parents or living away from their parents. Students with disabilities should speak to a financial aid counselor about budget adjustments for their special needs.

The 2018-2019 Hunter College expense budgets for full-time graduate students, who are charged the NY State Resident tuition rate, are as follows for the 9-month period of the fall and spring semesters:

The Dr. Murray and Anna C. Rockowitz Writing Center

7th Floor Library
(212) 772-4212
http://rwc.hunter.cuny.edu

The Dr. Murray and Anna C. Rockowitz Writing Center is a comprehensive service designed to provide tutorial assistance and academic advisement to students as well as technical support and development to faculty, staff, and alumni. Part of the Klara and Larry Silverstein Student Success Center located on the 7th floor of the Cooperman Library, the RWC offers services to all registered students at the college – undergraduate and graduate – and maintains an inclusive website comprising an extensive library of online materials and resource links in the areas of research information and techniques, writing tools and references, evaluating information sources, ESL and literary resources, and instructional resources regarding teaching and learning. Students can utilize the RWC’s services by registering for individualized, paired, or online e-tutoring sessions by appointment, receive assistance on a drop-in basis during scheduled hours of operation, or attend the RWC’s on-site workshop series. Tutors help to develop a reading-writing process that students can use to improve their skills and to negotiate the requirements of academic reading and writing. For additional information, contact us at (212) 772-4212 or online at http://hunter.cuny.edu/rwc
The Frederick Loewe Theatre

Ground Floor Thomas Hunter
Box office: (212) 772-4448
Administrative office: (212) 772-4227

The Frederick Loewe Theatre is a black-box theatre that seats an audience of 100. It has the ability to accommodate proscenium or thrust stage productions and houses most of the Department of Theatre events.

The George N. Shuster Master's Thesis Award

Contact school deans' offices for further information.

The Health Professions Education Center (HPEC)

**Director:** Martin Dornbaum; Mezzanine floor, Brookdale West Building; (212) 481-5129, mdornbau@hunter.cuny.edu  
**Evening Supervisor:** Peter Marquez; edcenter@hunter.cuny.edu  
**Website:** [http://www.hunter.cuny.edu/shp/centers/hpec/](http://www.hunter.cuny.edu/shp/centers/hpec/)

The center maintains regular office hours throughout the academic year, Monday-Thursday 9AM-9PM and Fridays 9AM-5PM.

The Health Professions Education Center (HPEC) is an academic learning center serving all students and faculty at the Hunter College Nursing and School of Health Professions. A variety of comprehensive support services and programs are offered at the HPEC to enhance student academic success, retention, and completion rates by applying best practices and addressing student learning needs from multiple pedagogical perspectives. Our services are designed to develop critical thinking, reinforce practice of clinical skills, and foster a supportive, professional environment for student collaboration and scholarship.

The HPEC combines traditional approaches to teaching with new instructional technologies that reflect the dynamic nature of all health professions. Services at the center include:

- Access to the largest collection of health-related videos and instructional media within CUNY.
- Computer-aided educational software and virtual training technologies.
- Access to state board testing preparation programs.
- Technology support at the Hunter College Brookdale Campus.
- Beta testing and evaluation of new instructional media.
- Faculty consultation for research and classroom media integration.
- Development and administration of e-learning initiatives, online testing, and digital content.
- Individual and group study support.
- Simulation laboratory support through the New York Simulation (NYSIM) Center.
Faculty and students from all Hunter College schools and departments are always welcome to view the many resources available at the HPEC.

**The Hunter College Art Galleries**

The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, and the Hunter College/Times Square Gallery at the MFA Building (450 West 41st Street), house professionally organized exhibitions that support the educational programs of the Hunter College Department of Art. Hunter students regularly act as assistant curators and research assistants for these exhibitions, which have received wide critical acclaim. The Bertha and Karl Leubsdorf Art Gallery presents small-scale and historical exhibitions while the expansive Hunter College/Times Square Gallery specializes in large surveys and retrospectives. Both galleries offer students the opportunity to gain curatorial experience, while presenting exhibitions of scholarly and artistic significance.

**The Kaye Playhouse**

Ground Floor Hunter North  
68th Street, between Park & Lexington Aves.  
212.772.4471  
212.650.3919 Fax  
Email: kayeinfo@hunter.cuny.edu  
http://kayeplayhouse.hunter.cuny.edu

The Kaye Playhouse at Hunter College, a fully-equipped proscenium theater with 624 seats, boasts an elegant 1940's design. It is home to a wide array of national and international events, including theatrical productions, dance performances, chamber music and opera, film/photo/television shoots, fashion shows, jazz concerts, lectures, corporate meetings, vocal concerts, and children's shows.

The Kaye's flexible and sophisticated sound and lighting systems enhance and improve the event experience for both performers and audiences. Each season, the Kaye Playhouse hosts over 200 events, bringing an eclectic mix of live performances to over 100,000 theatergoers annually.

**The Learning Lab**

This award-winning program has been the heart of the Learning Disabilities teacher education programs for over thirty years. As part of their clinical work, graduate students are assigned a child or youth who struggles in one or more aspects of learning, and tutors twice a week for an academic year, overseen by a supervisor. Over 200 children and youth from NYC's diverse communities are served annually in this program.

**The Leona and Marcy Chanin Language Center**

209 HW  
(212) 772-5700

The Chanin Language Center is a multi-media foreign language learning and teaching facility. The Center consists of two independent study labs equipped with 72 multi-media workstations, the Cecile Insdorf Foreign Language Screening Room, and a small library where walk-in tutoring sessions take place. Students can supplement their foreign language skills from the elementary to the advanced level by working with computer applications, both on-line and in
house, based on textbooks and/or student activity manuals. The Chanin Center also houses an extensive collection of foreign language films and video programs. An audio CD home borrowing program is available to students enrolled in a foreign language course. A 30-minute orientation session is required for all first time users. Hours and additional information can be found on our Web site: http://www.hunter.cuny.edu/chanin

The Office of Academic and Student Affairs (OASA)

The Office of Academic and Student Affairs (OASA) provides administrative services to students in the School of Education. The primary areas of service provided include: advisement; assistance with registration; graduation audit; New York State certification; and various other student services such as major declarations, and course equivalency evaluations.

The OASA staff maintains regular office hours throughout the year and is open from 10:00 AM - 6:00 PM Monday through Thursday and 10:00 AM - 4:00 PM on Fridays, whenever the college is open.

10th Floor - West Building
(212) 772-4624
soe.oasa@hunter.cuny.edu

Melissa Boronkas, Director of the Office of Academic and Student Affairs
Valerie Lyons, Assistant Director of Student Affairs
Jason Riffaterre, Assistant Director of Academic Affairs

The Office of Clinical Experiences

The School of Education's Office of Clinical Experiences (OCE) is responsible for ensuring the quality of student experience in their clinical placements across programs – as these experiences are critically important to students' development as teachers, counselors, and school leaders. To that end, the faculty and staff work collaboratively to support students in the development as professionals by coordinating partnerships with schools and other clinical placement sites, identifying and training cooperating teachers for the important work of mentoring new teachers, and working with faculty and field supervisors to ensure alignment of placements to the curriculum and academic work of teacher, counselor, and leadership candidates. Specific student teaching schedules, (weekly and daily) will be determined by the partner site where students are ultimately placed. The expectation is for teacher candidates to honor each partner's planned schedule.

Candidates planning to enroll in clinical courses requiring placement in schools and other educational settings must complete and submit a request form or online application to the OCE, which will assign students to one of our collaborating schools. The OCE arranges fieldwork and student teaching placements in New York City schools (within the five boroughs) and other educational settings. Clinical experience courses across programs require an online application with firm deadlines specific to each semester. Candidates are advised to plan ahead the semester prior to registering for a fieldwork, student teaching or practicum course.

For further information please email oce@hunter.cuny.edu

The Office of Partnership Programs
The Office of Partnership Programs manages all of the alternative certification and partnership programs within the School of Education and supports students in these non-traditional programs. Working in partnership with a variety of local and national organizations, we offer special programs in a wide range of teacher certification areas and school leadership certification. Our special programs offer participants the opportunity to gain hands-on experience in schools while enrolled in graduate coursework at Hunter College and many provide subsidized tuition.

**Theatre Faculty**

Return to Theatre Department

**Barbara Bosch, Professor;** PhD, California at Berkeley; American Theatre, Acting, Directing

**Ian R. Calderon, Professor;** MFA, Yale; Lighting Design, Visual Elements, Theatre Architecture, Dramatic Television

**Dongshin Chang, Associate Professor;** PhD, NYU; Theatre History, Intercultural Performance, Chinese Theatre

**Deepsikha Chatterjee, Lecturer;** MFA, Florida; Costume History, Costume and Fashion Design, Technology, Costume Crafts, South Asian Clothing and Costume

**Mira Felner, Professor;** PhD, NYU; Theatre History, Acting and Directing Theory

**Jonathan Kalb, Professor;** DFA, Yale; Dramaturgy, Dramatic Criticism, Theatre History

**Claudia Orenstein, Professor;** PhD, Stanford; Theatre History, Asian Theatre, Political Theatre

**Christine Scarfuto, Acting Director of MFA Program, MFA Iowa;** Dramaturgy

**Louisa Thompson, Associate Professor;** MFA, Yale; Set and Costume Design

Return to Theatre Department

**Thesis**

A master's thesis is usually required. After it is approved, the original and one copy of the thesis is deposited with the appropriate school. It must be accompanied by a receipt from the Bursar's Office for the payment of the fee for binding one copy of the thesis.

A thesis approval form and style sheet, the requirements of which must be met strictly, are available from the graduate advisers' and the school deans' offices.

When the thesis approval form has been signed by the department graduate adviser and school dean, the original must be sent to the Degree Audit Unit of the Registrar's Office.

Where a thesis does not appear to be an appropriate measure of achievement, the Graduate Course of Study Committee of the Hunter College Senate has approved an acceptable substitution or equivalent.

**Time Considerations**
Candidates for a master's degree in the School of Education must complete the program within a maximum of five years from the date of matriculation. Students may be granted a leave of absence by permission of their advisor and with the approval of the Office of Educational Services for serious illness, maternity, or military leave. In such cases, the time limit is extended by the duration of the leave, not to exceed one year.

Students exceeding the time limit may be required to repeat courses that have expired and take more than the number of credits normally required for the degree. Course credits more than five years old when the degree is to be awarded are not applicable to the degree unless a time extension is granted.

**Time Limit**

The total time for completing all degree requirements from the beginning of matriculation is four years. (For programs in education, nursing, health sciences, and social work it is five years.) Courses exceeding the limit at graduation will not be included in degree credits unless approved by the department and the appropriate dean.

**Transfer of Credit**

Students may request transfer credit for relevant graduate courses taken at regionally accredited institutions, including courses taken at Hunter College while matriculated in another degree program, whether or not the master's degree was awarded.

A form for such a transfer may be downloaded at http://www.hunter.cuny.edu/graduateadmissions/applying/degree-application/transfer-credit. Transfer of credits is subject to the approval of the department or graduate adviser and to the regulations of the Hunter program in which the student is matriculated. The following additional limitations apply:

1. In order to be counted toward graduation, the course(s) for which transfer credit is requested must have been completed within five years prior to the awarding of the Hunter graduate degree. (A four-year restriction applies to the School of Arts and Sciences.)

2. Credits for courses in which the student earned a grade below B, or took a non-letter grade such as a pass/fail option, are not transferable.

3. A maximum of 12 credits may be transferred.

4. Courses used to satisfy entrance requirements, as well as courses used as part of a previously completed bachelor's program, may not be transferred.

*Note: Grades in courses transferred from other institutions, or from a prior master's degree program taken at Hunter College, will not be calculated into the student’s grade point average (GPA), nor will these grades be posted on the current Hunter College record.*
The following limitations apply:

- No more than a total of 12 credits will be allowed for graduate courses completed at other colleges for courses taken on permit or for Hunter College courses taken prior to matriculation.
- Courses for which transfer and approval of credit are sought must have been completed within five years preceding the anticipated date of graduation.
- Application for transfer and approval of course credits taken prior to matriculation may be made after registering for the first semester of matriculation.
- Transfer of credit can only be granted for courses with grades of B or better.

Translation and Interpreting Affiliated Faculty

Translation and Interpreting

**Maria Cornelio**, Lecturer, Spanish; BA, Hunter, MA, University of Denver; Translation Pedagogy, Medical translation, Culturally-appropriate Research, Text Types & Genres, Register Selection in Translation, US Spanish & Translation

**Peterson, Nadya L.**, Associate Professor, Russian and Slavic Division, Classical and Oriental Studies; MA Moscow State, MA, PhD Indiana; Contemporary Russian Prose, Women's Literature and Chekhov; Russian Culture

**Tay, Julie H.**, Distinguished Lecturer and Director of MA in Translation and Interpreting Program, MA CUNY Graduate Center; Ph.D candidate, Lancaster University (UK); Language Editing & Proofreading, Mandarin/Cantonese Community Interpreting, Language Service Industry, Sociolinguistics, Political Economy, Interpretive Anthropology

Tuition and Fees

**Tuition and Fees**

**Effective Fall 2019 (subject to change for 2020-2021)**

All fees and tuition charges listed in this catalog and in any registration materials issued by the college are subject to change by action of the trustees of the City University of New York without prior notice.

Students who now live in New York State but have had an address out of the state must submit proof of New York State residency. New students submit their documentation to the Admissions Office and continuing students to the Registrar's Office. Applications for proof of New York State residency can be obtained in the Office of the Registrar, Room 217 Hunter North, Hunter College, 695 Park Ave., New York, NY 10065. If, at the time of registration, proof of New York State residence has not been approved, students must pay out-of-state tuition; if acceptable proof is submitted and subsequently approved by the Registrar's Office during the semester, the tuition will be adjusted accordingly to the in-state rate.

Veterans who are not New York State residents will be charged the same tuition rate as New York State residents for a period of 18 months from the first date of attendance at a CUNY college.
Tuition

New York State Resident

Master's - other than Social Work (MSW), Nursing (MS), Accounting (MS), Education (MA and MSEd), Geoinformatics (MS) Nutrition (MS)-IPND and MFA in Studio Art

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's in Social Work (MSW)</td>
<td>$7,315/semester</td>
<td>$620/credit</td>
</tr>
<tr>
<td>Master's in Nursing (MS) and Master's in Accounting (MS)</td>
<td>$5,545/semester</td>
<td>$620/credit</td>
</tr>
<tr>
<td>Master of Fine Arts (MFA) in Studio Art</td>
<td>$5,545/semester</td>
<td>$470/credit</td>
</tr>
<tr>
<td>Master of Science (MS) in Geoinformatics</td>
<td>$5,545/semester</td>
<td></td>
</tr>
</tbody>
</table>
Academic excellence fee $160/credit

Part-time $470/credit

Academic excellence fee $160/credit

Total per credit part-time $630/credit

Master of Science (MS) in Nutrition - Integrated Program in Nutrition and Dietetics (IPND)

Full-time $5,545/semester

Academic excellence fee $150/credit

Master's in Arts (MA), Master's in Science (MS, MSEd) and Advanced Certificates in the categories of:

- General Education across Adolescent, Childhood, and Early Childhood levels
- Special Education across Adolescent, Childhood, and Early Childhood levels
- Creative Arts Education and TESOL across K-12 levels
- School Building Leadership and TESOL across K-12 levels
- Applied Behavioral Analysis
- Educational Psychology
- Rehabilitation Counseling and Visual Rehabilitation and Orientation and Mobility Teaching
- As well as Master's in Science (MS) Degrees in the programs of School Counseling and Mental Health Counseling

Full-time $5,545/semester

Academic excellence fee $50/credit

Part-time $470/credit

Academic Excellence Fee $50/credit

Total per credit part-time $520

Doctor of Nursing Practice (DNP)

Full-time $7,315/semester

Part-time $620/credit

Doctor of Physical Therapy (DPT)

New students, entering academic year 2017-18 or thereafter $6,595/semester

Part-time per credit $685/credit

Continuing students (enrolled prior to academic year 2017-2018) $5,985/semester
Level II (applies only to students who entered prior to fall 2017. Level II eliminated for cohorts who entered fall 2017 and thereafter) $4,130

Doctor of Education in Instructional Leadership

Full-time $8,340
Part-time (6 credits) $4,170
Per credit $695

Out-of-State Resident

Master's - other than Social Work (MSW), Nursing (MS), Accounting (MS) and Education (MA MSEd and MS), Geoinformatics (MS), Nutrition (MS)-IPND and MFA in Studio Art

Full-time $855/credit
Part-time $855/credit
Excess hours $85/hour

Master's in Social Work (MSW)

Full-time $1000/credit
Part-time $1000/credit

Master's in Nursing (MS) and Master's in Accounting (MS)

Full-time $855/credit
Part-time $855/credit
Academic excellence fee $90/credit
Total per credit (full- or part-time) $945

Master of Science (MS) in Geoinformatics

Full-time or part-time $855/credit
Academic Excellence Fee $160/credit
Total per credit (full- or part-time) $1015

Master of Science (MS) in Nutrition - Integrated Program in Nutrition and Dietetics (IPND)

Full-time or part-time $855/credit
Academic Excellence Fee $150/credit
Total per credit (full- or part-time) $1005
Master of Fine Arts (MFA) in Studio Art

Full-time $855/credit
Part-time $855/credit
Academic excellence fee $40/credit
Total per credit (full- or part-time) $895

Master's in Arts (MA), Master's in Science (MSEd) and Advanced Certificates in the categories of:

- General Education across Adolescent, Childhood, and Early Childhood levels
- Special Education across Adolescent, Childhood, and Early Childhood levels
- Creative Arts Education and TESOL across K-12 levels
- As well as Master's in Science (MS) Degrees in the programs of School Counseling and Mental Health Counseling

Full-time $855/credit
Part-time $855/credit
Academic excellence fee $50/credit
Total per credit (full- or part-time) $905/credit

Doctor of Nursing Practice (DNP)

Full-time $1,000/credit
Part-time $1,000/credit

Doctor of Physical Therapy (DPT)

Level I Full-time or part-time $1,075/credit
Level II (applies only to students who entered prior to fall 2017. Level II eliminated for cohorts who entered fall 2017 and thereafter) $7,930/semester

Doctor of Education in Instructional Leadership

Full-time or part-time $1,080/credit

Fees
Mandatory Fees

Student Activity Fee (Fall & Spring only) $13.45
Technology Fee (Full-time) $125.00
Technology Fee (Part-time) $62.50
Consolidated service fee $15.00

General Fees

Late Payment Fee - Monthly until balance in paid in full $15.00
Late Registration Fee $25.00
Change of program fee $18.00
Maintenance of matriculation (Resident) $225.00
Maintenance of matriculation (Non-resident and foreign) $360.00
Excess hours - contact hours in excess of credit hours - (Residents) $65/hour
Excess hours - contact hours in excess of credit hours - (Non-Residents) $85/hour
Duplicate Identification Card Fee $10.00
Special Examinations Fee - first each semester $25.00
Special Examinations Fee- each additional after the first exam $5.00
Thesis Binding Fee $15.00
Transcript Fee $7.00
Readmission (except non-matriculated) $20.00
Readmission (non-matriculated) $125.00
Returned check/EFT Reprocessing Fee $20.00
Duplicate Diploma Fee $30.00

Material Fee

Certain courses such as laboratory or studio courses, have a material fee. These fees are listed in the course description for each applicable course. The fees will be included in the student's bill and are payable to the Bursar's Office.
Transcripts

Application for transcripts should be addressed to the Transcripts Division of the Registrar's Office with correct remittance. The Registrar's Office is located in room 217 North. (212) 772-4474

The application must state the name and address of the official to whom the information is to be mailed. Transcripts of records are mailed to the student's home school only if requested by the student. In accordance with the general practice of colleges and universities, complete official transcripts and certificates (those bearing the original signature and seal) are sent directly by the university, not transmitted by the applicant. No transcripts will be issued for students who have unpaid financial obligations to Hunter College. The fee for the issuance of transcripts is waived when the transcript is to be forwarded from one unit of the City University to another.

Requests for certificates and other statements should also be addressed to the Registration Division of the Office of the Registrar.

Cancellation Policy

The college's cancellation policy is both published on our website and detailed on a student's online account. The policy is also outlined in the schedule of classes.

Refund Policy

There are two types of student refunds. One relates to students who drop their classes during the first three weeks of classes and have overpaid, the other involves the calculation of Federal Aid earned for Federal financial aid recipients only.

CUNY Policy - General refunds

This policy relates to all students who withdraw from courses prior to the first official day of the fourth week of classes. The refund policy is as follows:

- 100% tuition and fees prior to 1st official day of term
- 75% tuition only prior to 1st day of 2nd week of term (fees are non-refundable)
- 50% tuition only prior to 1st day of 3rd week of term (fees are non-refundable)
- 25% tuition only prior to 1st day of 4th week of term (fees are non-refundable)

Return of Title IV (Federal Aid) Refunds

Students who completely officially withdraw or unofficially withdraw from ALL their class(es) and received Federal Financial Aid are subject to a Return of Title IV Funds calculation. It must be a COMPLETE withdrawal. A withdrawal from one class is not subject to this calculation; however it can affect a student's eligibility to receive financial aid.

Federal law states that the amount of Federal aid earned is determined by the amount of days the student is enrolled in class(es). The Office of Financial Aid will perform a calculation for each student subject to these rules and send a notification to the student. Students are expected to pay whatever liability is not covered by the amount of financial aid earned. Students who earn more funds than are required to satisfy their bill will be sent a post-withdrawal disbursement
notification so they can receive these excess funds. Please note that students who officially or unofficially withdraw are not entitled to a tuition refund because withdrawal grades carry a liability like any other class.

**Unapproved Leaves**

Students failing to register for a regular semester will be dropped automatically from the active student file. If they wish to return, they must apply for readmission. In all cases of nonattendance, students must still observe the time limitations for the master's degree.

**Undergraduates taking Graduate Courses**

Upon the recommendation of the student's undergraduate major or program adviser, and with the approval of the adviser of the graduate program offering the course, highly qualified undergraduate degree students may take graduate courses for credit toward the bachelor's degree. If it is determined that the courses were not used for the bachelor's degree and the graduate transfer is acceptable, then the student will be charged the difference between the undergraduate and graduate tuition rates at the time the student took the course. No course may be applied to both the undergraduate degree and the graduate degree.

**Urban Policy and Planning Department Description**

The Department of Urban Policy and Planning is a department within the School of Arts and Sciences at Hunter College. The department offers two graduate degrees, an accredited Master in Urban Planning degree, and a Master of Science in Urban Affairs degree. Both programs combine theory and practice in order to provide students with an in-depth understanding and appreciation of urban planning and policy. The department also offers an undergraduate urban studies major that prepares students for higher education and careers in public service.

Since its creation by advocacy planner Paul Davidoff, in 1965, the department has consistently upheld a vision of urban affairs and planning as a multi-disciplinary field. In keeping with this vision, the department's faculty members represent a wide range of disciplines including architecture, economics, political science, public policy, social work, urban planning, and public health. They collectively bring a wealth of academic and professional expertise to their teaching. The program also benefits greatly from a distinguished part-time faculty who bring practical experience and knowledge in both public and non-profit sectors into the classroom.

**Urban Policy and Planning Faculty**

Return to Urban Policy and Planning

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Return to: Faculty of the School of Arts and Sciences

**Nicholas Dagen Bloom**, Professor and Director of the Urban Planning (MUP) Program; PhD, Brandeis; Public and Affordable Housing, State and Metropolitan Planning, Transportation Policy, Community Planning History
John Chin, Professor; PhD, Columbia; Community Participation, Urban Health, Immigrant Communities and Non-profits

Jill Simone Gross, Professor; PhD, CUNY; Comparative International Urban Planning, Policy and Development, Citizen Participation

Owen Gutfreund, Associate Professor and Director of the Urban Studies (BA) Program, PhD Columbia; Urban History, Transportation Policy, Suburbanization, Sustainable Development, Public Finance and Comparative Urbanization

Victoria Johnson, Associate Professor, Ph.D. Columbia University BA Humboldt-Universitat(Berlin, Germany); Organizations, Cultural History, and the Natural Environment

Matthew G. Lasner, Associate Professor; PhD, Harvard; Housing, Urban Renewal and Urban Development

Vivian Louie, Professor; PhD, Yale; Education, Immigration, Race and Ethnic Relations, Ethnic Identity, Family, Gender

Edwin Melendez, Professor, Director of the Center for Puerto Rican Studies; PhD, Massachusetts (Amherst); Latino Studies, Economic Development, Labor Markets and Poverty

Karina Moreno, Associate Professor; PhD, Rutgers; Immigration and Security Policy Post 9/11; Securitization and LatinX Political Participation; Privatization of Immigration Enforcement Post 9/11; Immigration Detention Centers

Lily Baum-Pollans, Assistant Professor; PhD MIT; Sustainability, Urban Infrastructure, Environmental Justice, Municipal Solid Waste, Qualitative Research Methods

Sigmund C. Shipp, Associate Professor; PhD, Cornell; Economic Development, Community Development, Cultural Competency, Diversity and Poverty

Joseph P. Viteritti, Thomas Hunter Professor of Public Policy and Department Chair, PhD, CUNY; Public Policy, Urban Governance, Education Policy

Laura Wolf-Powers, Associate Professor; Ph.D. Rutgers University; Neighborhood Revitalization, Urban and Regional Economic Urban Development Policy and Planning

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T

Urban Teacher Residency

The Urban Teacher Residency (UTR) program is a two-year teacher-preparation program that integrates the graduate coursework of the aspiring teacher with intensive, hands-on experiences in New York City schools. UTR is a partnership between Hunter College, New Visions for Public Schools and the New York City Department of Education.

Withdrawal from Courses
Any course from which a student officially withdraws after the third week of courses and before Monday of the 10th week of the term will be recorded as W, indicating that the withdrawal was without prejudice. Official withdrawal is accomplished by filing a withdrawal application in the OASIS, Room 217 HN, on or before the deadline.

A student should notify the graduate adviser of any such course withdrawal.

After the 10th week of the term, all official withdrawals must have the approval of the graduate adviser on an official withdrawal form and be recommended for documented reasons of illness or serious personal emergency. Unofficial withdrawal will result in a grade of WU.

**Withdrawal from Courses**

Once you register for a course, it becomes part of your permanent record. If for any reason you do not attend, you must officially withdraw from the course using your CUNYfirst Account before the first day of the tenth week of classes in the fall and spring semesters and by the first day of the fifth week of classes in summer semesters. A grade of W is posted to your record for the course(s) you have withdrawn from. There is no refund of tuition. W grades are not calculated in a student's GPA, however they may adversely affect a student's ability to receive financial aid or impede progress toward degree completion (information regarding the possible effect of withdrawals for students with financial aid can be found on the Office of Financial Aid website). Failure to formally withdraw from a course will result in a grade of WU, which factors into both your semester and cumulative GPA in the same manner as an F grade. All official withdrawals after the official withdrawal period must have the approval of your graduate divisional dean. These late withdrawal requests are received by the Office of the Registrar via inter-office delivery from the offices of the divisional dean.