# Hunter College

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Hunter College Mission Statement

Hunter College of the City University of New York, a distinguished public university, values learning in the liberal arts and sciences as a cornerstone of individual development and a vital foundation for a more just and inclusive society. Continuing our long tradition of expanding opportunity, we welcome students from all backgrounds to engage in a rigorous educational experience that prepares them to become leaders and innovators in their communities and in the world. Hunter also contributes to intellectual discourse by supporting excellent scholarship and creative activity by its accomplished faculty.

Hunter undergraduate, graduate, and professional curricula challenge students to think critically – to approach problems from multiple perspectives, distinguish the questions each raises, and recognize the kinds of evidence each values. The college’s academic programs stress the significance of human diversity, emphasize research and artistic creation, and invite students to extend their education beyond campus. We cultivate the qualities our graduates need to thrive in their chosen careers and make a difference as active citizens.

We embrace our setting at the heart of New York City – we seek to draw on its energy, capitalize on its remarkable resources, weave it into the fabric of our teaching, research, and creative expression, and give back to it through our service and citizenship.
Graduate Study at Hunter

Hunter College, the second oldest college in The City University of New York, offers master's degrees in more than 50 fields of study and doctoral programs – some at Hunter exclusively and some in cooperation with the CUNY Graduate Center. We have graduate programs in the arts, sciences, languages and literature – as well as in the professional fields of accounting, education, health, nursing, nutrition, social work and urban planning – and all are considered exceptional. Currently about 6,000 students enroll in these programs.

One of our most important areas – now, as throughout our more than 140-year history – is teacher education. The School of Education today offers a broad range of graduate programs designed to prepare teachers, counselors and administrators for practice, leadership and innovation in education. A doctorate in Education (EdD) prepares students for careers in instructional leadership.

The School of Nursing, the School of Health Professions, and the School of Urban Public Health are nationally recognized for new approaches to teaching, research and service in health care. The School of Nursing provides a wide array of accredited programs designed to prepare students for leadership positions in health care (including the new Doctor of Nursing Practice, DNP); the School of Health Professions offers an outstanding master's program in speech-language pathology and a doctorate in physical therapy. The School of Urban Public Health offers BS/MS and MS degrees in nutrition. Through the City University Graduate Center, doctoral degrees in audiology, nursing science social work and public health are available.

The Silberman School of Social Work, located in its new home in East Harlem, offers several flexible program options leading to the master of social work degree. It is one of the top graduate social work schools in the country. Its faculty is renowned both for training leaders and innovative thinkers in social work and for providing expert service to New York’s multicultural community. Through leading-edge course work, opportunities for challenging field experience, method-based training and a practice-centered education, the Silberman School provides unequaled opportunities to learn and excel in our dynamic urban environment. (the School also offers a BSW, its first undergraduate degree).

The School of Arts and Sciences has an outstanding roster of graduate programs in the fine and performing arts, humanities, social sciences, and sciences and mathematics. In addition to many master’s programs, we offer doctoral degrees in the sciences in cooperation with the CUNY Graduate School. Our faculty members push the frontiers of knowledge in their disciplines and are at the forefront of creative innovation. Graduates have gone on to elite doctoral programs, achieved distinction in various creative fields, and enjoyed successful careers built on their Hunter training. Graduate study at Hunter is enhanced by our excellent performance facilities, research laboratories, and art studio space. Our MFA programs in Playwriting, Music, Dance, Integrated Media Arts and Creative writing are taught by renowned, award-winning artists. With Hunter’s central location on Manhattan’s East Side, the city’s major museums, concert halls, and galleries are within easy walking distance, as are famed biomedical research facilities that offer extraordinary opportunities for collaborative study and research.

Hunter’s faculty includes many distinguished scholars, educators, and creative artists, all of whom play major roles in New York’s academic, cultural, civic and educational life. With over $50 million annually in research grants and awards, Hunter’s faculty is internationally respected for its creativity, energy and scholarship.

Hunter College of The City University of New York
695 Park Avenue
New York, NY 10065
(212) 772-4000
http://www.hunter.cuny.edu/
Administration of Hunter College

President: Jennifer J. Raab, J.D.
Provost and Vice President for Academic Affairs: Manoj Pardasani Ph.D., L.C.S.W.
Vice President for Student Affairs and Dean of Students: Eija Ayravainen, M.A.
Vice President for Finance and Budgeting (Acting): Livia Cangemi, B.S., C.P.A.
Associate Provost for Academic Success, Institutional Effectiveness, & Strategic Analytics: Michael Steiper, Ph.D.
Associate Provost for Faculty Affairs: Jennifer Tuten, Ph.D.
Ruth and Harold Newman Dean of the School of Arts and Sciences: Andrew Polsky, Ph.D.
Klara and Larry Silverstein Dean of the School of Education: Michael Middleton, Ph.D.
Dean of the Silberman School of Social Work: Mary M. Cavanaugh, Ph.D.
Dean of the School of Nursing (Acting): Elizabeth Capezuti, Ph.D.
Dean for Diversity and Compliance: John Rose, J.D.
General Counsel and Dean of Faculty: Carol Robles-Román, J.D.
Office of the Provost

About the Office of the Provost

Dr. Manoj Pardasani is the Provost and Vice President for Academic Affairs at Hunter College. As the Chief Academic Officer, the Provost works with the President and Deans to oversee academic policies and activities. The Associate Provosts, together with the Provost's administrative and operations staff, support the Provost in carrying out these responsibilities. The Office of the Provost oversees each of the college's academic units, together with major areas of institutional, academic and sponsored programs planning, assessment and support. Areas under the Provost's leadership can be seen on the Hunter College website:

http://www.hunter.cuny.edu/provost
Hunter College

Accreditation

Hunter College is fully accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104-2680; phone: 267-284-5000.

Hunter is approved as a degree-granting institution by the Trustees of the City University of New York and the Regents of New York State.

Academic programs with national accreditation or certification include the following:

School of Arts and Sciences programs in Biochemistry and Urban Planning are accredited by the American Society for Biochemistry and Molecular Biology and the Planning Accreditation Board, respectively.

School of Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Counsel on Rehabilitation Education (CORE), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The baccalaureate degree in nursing programs, the master’s degree in nursing programs, and the Doctor of Nursing Practice program at Hunter College, CUNY, are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

Silberman School of Social Work programs are accredited by the Council on Social Work Education.

Health Professions programs are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association, the American Physical Therapy Association.

School of Urban Public Health programs in nutrition are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

Institutional memberships

Association of American Colleges & Universities (AAC&U)
American Council on Education (ACE)
American Association of State Colleges and Universities (AASCU)
College Governance

Hunter College has several governing assemblies, most of which provide for student participation.

The Hunter College Senate
Room 1018 Hunter East
The Hunter College Senate, chartered in 1970, is the principal governance body of the college and the only such body that holds a Governance Charter with the CUNY Board of Trustees. The Senate has authority to determine college policy in matters related to:

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

Representatives of the faculty, student body and administration constitute the voting membership of the Senate and serve for a term of two years. The elected officers of the Senate include the chairperson, vice-chairperson, secretary and the chairperson of the Evening Council, who constitute the Senate Administrative Committee. There are 18 standing committees and a varying number of special and ad-hoc committees. These committees accomplish much of the work of the Senate. Reports and Resolutions from these committees are discussed and voted on at Senate meetings. Membership on committees is representative and open to all faculty and students by election of the full Senate from a slate recommended by the Nominating Committee and by member nominations from the Senate floor.

Regular meetings of the Senate are planned for two hours and are held twice a month. Additional monthly meetings may be called as needed. Election of faculty and student membership to the Senate occurs during the spring semester.

Faculty members and students are encouraged to become involved in the meetings of the Hunter College Senate and its committees. Further information may be obtained by visiting the Senate Office.

The Faculty Delegate Assembly
Room 1414 Hunter East
All Hunter faculty, full and part-time, are members of the Faculty Delegate Assembly, which serves to address faculty concerns regarding teaching, research, and the quality of professional life at Hunter and CUNY. We provide a forum for free and open consideration of significant issues at monthly general meetings. Each academic department in the college elects two members to attend these events, which are also open to all other members of the faculty and often include invited speakers from both inside and outside of the college to address general faculty and academic concerns. The FDA also hosts a coffee service in the faculty lounge at the 68th Street campus on most afternoons, organizes social events each semester, publishes a newsletter, The Faculty Voice, and is responsible for periodic updates of the Faculty Handbook.

The Student Governments
Undergraduate Room 121 Hunter North
Graduate Room 218 Thomas Hunter
These elected student groups have an essential role in the life of the college by allocating the Student Activity Fee, as well as facilitating the chartering of student organizations. All of the elected officers serve as student representatives on campus-wide committees concerning matters of college policy. A few are Senators in the Hunter College Senate, while others are elected to serve as delegates and alternates at the University Student Senate (USS) meetings.

The objective of these student officers is to lead by example in fostering diversity and supporting the exchange of peaceful dialogue among the varied constituents on Hunter’s many campuses.

Hunter College Ombudsman
Room 1016 Hunter East
The ombudsman is empowered by the Hunter College Governance Charter to investigate complaints and grievances by any member of the college community (student, faculty, staff, or administration) about a problem or condition in the college. When requested and where possible, the anonymity of a complainant will be protected and names will not be used in any reports the ombudsman may make.

When someone feels unfairly treated or unjustly disadvantaged, the ombudsman can advise the person of the available appeals procedures, recommend corrective action to be taken by the appropriate college officers, or recommend changes in college procedures or regulations that would eliminate such injustices in the future.

The ombudsman may be reached at (212) 772-4203.

Faculty Personnel and Budget Committee (FP&B)
Composed of the president, the provost and the chairs of departments, FPGB is concerned with appointment, reappointment, promotion and other faculty personnel matters.

**Departmental Committees**

Each department has bylaws approved by the Senate. These bylaws provide for a number of committees, most of which are open to student members. Further information is available in the appropriate departmental office.
Admissions: General Information

Requirements for Admission
An applicant for admission to Hunter College as a matriculated student in any of the master’s programs must meet the following minimum requirements in order to be considered. (For admission to the School of Social Work, see Silberman School of Social Work section of this catalog.)

1. The student must hold a bachelor’s degree from a regionally accredited institution, comparable in standard and content to a bachelor’s degree from Hunter College. Degrees granted on the basis of work completed at institutions which are not fully accredited, or on the basis of nonacademic prior learning, test scores, and other than organized supervised course work in academic subjects may not be considered comparable.

2. The student must demonstrate ability to pursue graduate work successfully. In general, the minimum requirements for consideration are an undergraduate average of B in the area in which the student wishes to specialize and an average of B minus in the undergraduate record as a whole. Applicants are required to submit official transcripts from all undergraduate and graduate institutions attended other than Hunter College.

3. For admission in the School of Arts and Sciences, the student is usually required to present at least 18 credits of previous work in the area of specialization acceptable to the school or department concerned and two letters of reference. See specific program descriptions for additional requirements. For admission to the School of Education, the student is usually required to present at least 36 credits of previous liberal arts and science courses and a liberal arts or science major of at least 30 credits. See specific program descriptions for detailed requirements.

4. Competency Examinations
   
   Aptitude test of the Graduate Record Examination (GRE) is required of most applicants to the School of Arts and Sciences, the School of Education and the School of Health Professions. See specific program descriptions regarding this requirement. It is not required for the School of Nursing.

Applicants should write directly to:
Graduate Record Examination, Educational Testing Service
Box 6000, Princeton, NJ 08541-6000
(609) 771-7670
http://www.gre.org

for full information and arrangements to take the test. The GRE should be taken no later than February for fall admission and September for spring admission. The Hunter College institution code is 2301.

English Language proficiency is required of all applicants whose native language is not English and/or who have taken all or part of their post-secondary education in a country where English is not the native language. Such applicants, regardless of country of citizenship or U.S. permanent resident status, must take this examination. Hunter College accepts the Test of English as a Foreign Language (TOEFL), the International English Testing System (IELTS) or Pearson PTE exams as proof of English Language proficiency depending on the particular program. Depending on the program selected, an applicant may also be required to take the TWE (Test of Written English) and the TSE (Test of Spoken English), also administered by the Educational Testing Service. Applicants should plan to take these examination(s) at least nine months before their intended date of enrollment. Information about TOEFL, TWE, and TSE can be obtained at (609) 771-7100. The Hunter College institution code is 2301. Information about IELTS can be obtained at https://www.ielts.org/en-us/usa. Information about Person PTE can be obtained at https://pearsonpte.com/.
Application Procedure and Fee

Applying
Applicants may apply to only one program for any given semester; please decide which of our programs is the most appropriate before filing the application. The deadline for applications varies by program. The earliest deadlines are January 15 for fall admission and September 1 for spring admission. Applicants are responsible for submitting their application and supporting application materials by the deadline for their desired graduate program.

Applying for admission to a graduate program at Hunter College is a fully online process. Hunter College offers a web-based application for graduate degree admission which can be accessed at http://app.applyyourself.com/?id=Hunter-G. Applicants are required to complete the core application form, upload a statement of purpose, upload scanned/electronic transcripts from all undergraduate and graduate institutions previously attended, and complete any program-specific supplemental forms. Required letters of recommendation must be submitted online by the recommenders through the online application system.

Admitted Students Submitting Official Transcripts
Admitted students must submit official copies of all academic transcripts. Official transcripts will be compared to the unofficial copies submitted along with the application. In the event of discrepancies or false reporting of any information Hunter College reserves the right to change/withdraw its offer of admission.

Applicants admitted to the School of Arts & Sciences, School of Education, and School of Nursing must submit all official transcripts to:

Graduate Admissions
223 North
695 Park Ave.
New York, NY, 10065

For Applicants admitted to the School of Social Work must mail their official transcripts to:

Silberman School of Social Work
Enrollment Management 7th Floor
2180 Third Avenue
New York, NY 10035

Specific information on submitting academic transcripts can be found at University Transcripts.

Applying: Additional Materials
Applicants to some graduate programs may be asked for additional materials and may be interviewed by a member of the program to which the application is made.

Application Fee
A $75 application fee is required of all applicants. Applications submitted without the fee cannot be processed. You can pay your application fee via credit card online when you are ready to submit your online application form or you can mail a check or money order to the Bursar’s Office. Please make checks or money orders payable to Hunter College. If a check is written for you by someone else, be sure your name appears on the face of the check. Those currently attending Hunter as graduate non-degree students who are applying for degree status need not pay this fee. As the application fee is devoted to the administrative cost of processing all applications, it is not refundable under any circumstances, regardless of the outcome, the date of filing, the time of review and final decision, or, if for whatever reason, the application is withdrawn.
International Students

International Students Criteria
Admission of international students is based on two factors: meeting the academic criteria for admissions and English language proficiency. Although the guarantee of sufficient financial resources to meet the cost of attendance is essential to maintaining one’s respective status; it does not solely determine admissions into Hunter College. For purposes of admission, an international student is defined as an applicant who currently holds a student (F-1) or Exchange visitor (J-1) visa or seeks to change such an immigration status upon enrollment. The United States Citizenship and Immigration Services (USCIS) requires documentation of financial support before approving the issuance of a F-1 or J-1 Exchange Visitor status within the United States (if the admitted student is within the United States) and the State Department reviews financial status and substantial home ties of the applicant before issuing a visa, if the admitted student is overseas. Academic credentials from non-U.S. institutions are evaluated by the Office of Graduate Admissions in order to establish U.S. baccalaureate degree equivalency. Applicants need not submit third party equivalencies; however, they must submit official English translations of academic records written in languages other than English. The evaluation is conducted in accordance with minimum criteria set by the Hunter College Senate, and it takes place before the completed application is referred to the departmental admissions committee.

English Language Proficiency
International applicants whose native language is not English must demonstrate a firm command of the English language by scoring a minimum of 550 (WBT) 213 (CBT) 80 (IBT) or higher (for specific graduate programs) on the Test of English as a Foreign Language (TOEFL), 6.5 on the IELTS or 58 on the PTE. No conditional admission is offered whereby a student may come to the college and spend a semester or year learning English. Applicants are responsible for the payment of all tuition and fees at the time of registration. Hunter College does not provide financial assistance to international students; they must be in a position to finance tuition, fees, room and board, insurance, books and incidental expenses. The estimated cost is $42,615 for graduate level students and is subject to change. Hunter College does not make housing arrangements for students; it is essential that students be prepared to make their own housing arrangements, preferably before pre-departure or upon arrival.

International Students Office
Rooms 1109/1133 Hunter East Building
(212) 772-4864
E-mail: intlss@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/studentservices/is

The International Students Office (ISO) provides vital immigration-related information to international students, including F-1 and J-1 Exchange Visitor status or visa holders, including Fulbright students sponsored by the Institute of International Education; other students with questions about their statuses to assist them in learning advocacy and status maintenance skills. The ISO also advises faculty/staff on matters of F-1/J-1 employment eligibility, etc. The ISO refers all undergraduate international students to Academic Advising Services and graduate international students to their respective departments for educational planning for timely graduation from Hunter College.

The ISO is an important source of information regarding immigration matters, such as the requirements for compliance with the Student Exchange and Visitors Information System (SEVIS) and the US Department of State. The ISO offers opportunities for off campus cross cultural engagement. The ISO issues SEVIS I-20/DS2019 forms to all newly admitted international students. It is also a strong liaison between the students and various offices within and off campus to help make the students’ transition to Hunter College easier. It also provides individualized advising and holds small group discussions throughout the academic year on topics of interest, such as employment options, immigration law, tax issues, and adaptation to both the United States (U.S.) educational systems and to the U.S.

For more information, visit the International Students Office’s on line tutorial: http://packages.kognito.com/cuny/hunter/Builds/001/
Admission Status

Matriculated
For matriculation, students must fulfill all the requirements for admission.

Matriculated with conditions
Students whose undergraduate training is inadequate, but who are otherwise qualified, may be admitted with not more than 6 credits of course conditions to either the School of Arts and Sciences or to the Schools of the Health Professions, and with not more than 12 credits of course conditions to the School of Education. Such students are expected to satisfy their conditions by eliminating all deficiencies within one year of matriculation if admitted to a program in the School of Arts and Sciences and the Schools of the Health Professions, and within three semesters in the School of Education.

Note: Applicants admitted to matriculated status who wish to delay their admission to the following semester must reapply by filing a new application prior to the next semester’s deadline.

Nonmatriculated
A formal application must be filed in the Office of Admissions, Room 203 HN, 695 Park Avenue, New York, NY 10065, approximately two months before registration. The undergraduate degree must be equivalent to at least a U.S. bachelor’s degree. If the application and supporting material are acceptable, registration material will be sent with further instructions. Applicants should present a student copy of their undergraduate transcripts as well as a copy of the undergraduate catalog(s) to the departmental adviser in order to obtain course approval. The nonmatriculation application fee of $75.00 will be charged when the student registers. Acceptance to nonmatriculated status does not imply approval to take a specific course. This approval rests solely with the graduate program adviser involved. Students should consult the graduate program adviser in the appropriate department for specific information. To be considered for possible matriculation, a nonmatriculated student must have earned grades of B or better for the course credits taken. For most programs in education, 9 credits must be presented with a minimum grade point average of 3.0. This requirement is in addition to the college and program admission requirements for matriculation. A separate application for matriculated status must be completed and can be filed while the nonmatriculated courses are in progress. The application for matriculated status must be filed by the appropriate deadline for the individual program desired. Consult the Application for Graduate Degree Programs for specific dates. A nonmatriculated student may be limited to 12 credits (check with departmental adviser). A minimum grade point average of 3.0 must be maintained. Registration as a nonmatriculant does not entitle an international student to an I-20 AB (Certificate of Eligibility).

Approval of Credit from Nonmatriculant to Matriculant Status
Approval will automatically be granted for courses taken in support of the degree if the grades received are B or higher. Approval is not automatic for courses in which the grade received is less than B, nor for courses not required for the degree. To have such a course considered for approval, the student must submit a credit approval form, which may be obtained in the Office of Graduate Admissions. Note: Grades in courses taken as a nonmatriculant at Hunter will be calculated into the student’s grade point average (GPA) whether approved toward the degree or not.
Transfer Credit Policy

Graduate courses taken prior to matriculation are considered "Transfer of Credit."

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

A form for such a transfer may be downloaded here.

The following limitations apply:

- No more than a total of 12 credits will be allowed for graduate courses completed at other colleges for courses taken on permit or for Hunter College courses taken prior to matriculation.
- Courses for which transfer and approval of credit are sought must have been completed within five years preceding the anticipated date of graduation.
- Application for transfer and approval of course credits taken prior to matriculation may be made after registering for the first semester of matriculation.
- Transfer of credit can only be granted for courses with grades of B or better.
Policy for Undergraduates taking Graduate Courses
Upon the recommendation of the student's undergraduate major or program adviser, and with the approval of the adviser of the graduate program offering the course, highly qualified undergraduate degree students may take graduate courses for credit toward the bachelor's degree. If it is determined that the courses were not used for the bachelor's degree or TAP certification and the graduate transfer is acceptable, then the student will be charged the difference between the undergraduate and graduate tuition rates at the time the student took the course. No course may be applied to both the undergraduate degree and the graduate degree.
Re-Admission

Re-Admission: Students not in attendance for more than one semester
A student who has not been in attendance for one or more semesters must apply for readmission to the college. Students who registered for the previous semester and officially withdrew after the third week of classes are not required to file for readmission.

Re-Admission: Application
Applications may be submitted here

Re-Admission: Fees
There is a $20 nonrefundable readmission fee. The fee is $75.00 for nonmatriculants.

Re-Admission: Students Academically Eligible
Students who are academically eligible (GPA at least 3.0) and are within their program’s time limit (five years except for the program in the School of Arts and Sciences, which has a time limit of four years) are generally approved for readmission. Applications for readmission must be filed at least two months before the beginning of the semester in which the student plans to resume studies.
Change of Degree Program and Courses Outside Degree Program

Change of Degree Program
A matriculated student who wishes to change from one graduate curriculum to another is required to file formal application for admission and submit an application fee of $75.00 to the Office of Admissions. The application must be filed by the appropriate deadline for the individual program. Please consult the application for specific deadlines.

Courses Outside the Degree Program
It is the responsibility of the graduate adviser to see that matriculated students do not register for any graduate courses outside their program without written permission of the graduate adviser or coordinator of the program in which they are matriculated.
Degree Requirements

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

Courses
The candidate must have registered for and attended courses totaling the number of credits specified for the individual program. Courses other than those in the department of specialization may be credited toward the degree only with the approval of the graduate adviser. Waiver of course(s) does not release the student from the total number of credits required for the degree. Full-time graduate students may enroll for no more than 18 credits in any one semester.

Grades
The candidate must have achieved a cumulative grade point average of not less than 3.0 (B) in all graduate work taken at Hunter.

Thesis
A master’s thesis is usually required. After it is approved, the original and one copy of the thesis is deposited with the appropriate school. It must be accompanied by a receipt from the Bursar’s Office for the payment of the fee for binding one copy of the thesis.

A thesis approval form and style sheet, the requirements of which must be met strictly, are available from the graduate advisers’ and the school deans’ offices. When the thesis approval form has been signed by the department graduate adviser and school dean, the original must be sent to the Degree Audit Unit of the Registrar’s Office.

Where a thesis does not appear to be an appropriate measure of achievement, the Graduate Course of Study Committee of the Hunter College Senate has approved an acceptable substitution or equivalent.

Foreign Language
A reading knowledge of a foreign language is usually required. In programs where this knowledge does not appear to be necessary or appropriate, the Graduate Course of Study Committee has granted an exception.

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

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

Graduation
All students must apply to graduate from their program in order to officially complete their program and have their degree conferred. Graduation applications are submitted and processed online through a student’s myHunter page. The graduation application period begins a full year prior to the student’s final semester. All graduation applications are reviewed by the Degree Audit Division within the Registrar’s Office. Students must complete any admission conditions, program requirements and exit requirements prior to graduation date in order to be eligible for graduation.

Graduate students must be matriculated in their final semester at Hunter College by enrolling in a course at Hunter (or another CUNY college through e-permit) or Maintaining Matriculation.
### Tuition and Fees

#### Effective Fall 2022

All fees and tuition charges listed in this catalog and in any registration materials issued by the college are subject to change by action of the trustees of the City University of New York without prior notice.

Students who now live in New York State but have had an address out of the state must submit proof of New York State residency. New students submit their documentation to the Admissions Office and continuing students to the Registrar’s Office. Applications for proof of New York State residency can be obtained in the Office of the Registrar, Room 217 Hunter North, Hunter College, 695 Park Ave., New York, NY 10065. If, at the time of registration, proof of New York State residence has not been approved, students must pay out-of-state tuition; if acceptable proof is submitted and subsequently approved by the Registrar’s Office during the semester, the tuition will be adjusted accordingly to the in-state rate.

Veterans who are not New York State residents will be charged the same tuition rate as New York State residents for a period of 18 months from the first date of attendance at a CUNY college.

#### Tuition

**New York State Resident**

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time</th>
<th>Part-time</th>
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<tbody>
<tr>
<td>Master’s - other than Social Work (MSW), Nursing (MS), Accounting (MS), Education (MA and MSEd), Geoinformatics (MS) Nutrition (MS)- IPND and MFA in Studio Art</td>
<td>$5,545/semester</td>
<td>$470/credit</td>
</tr>
<tr>
<td>Master’s in Social Work (MSW)</td>
<td>$7,315/semester</td>
<td>$620/credit</td>
</tr>
<tr>
<td>Master’s in Nursing (MS) and Master’s in Accounting (MS)</td>
<td>$5,545/semester</td>
<td>$470/credit</td>
</tr>
<tr>
<td>Master of Fine Arts (MFA) in Studio Art</td>
<td>$5,545/semester</td>
<td>$470/credit</td>
</tr>
<tr>
<td>Master of Science (MS) in Geoinformatics</td>
<td>$5,545/semester</td>
<td>$470/credit</td>
</tr>
<tr>
<td>Master of Science (MS) in Nutrition - Integrated Program in Nutrition and Dietetics (IPND)</td>
<td>$5,545/semester</td>
<td>$470/credit</td>
</tr>
<tr>
<td>Academic excellence fee</td>
<td>$500/semester</td>
<td>$50/credit</td>
</tr>
<tr>
<td>Academic excellence fee</td>
<td>$160/credit</td>
<td>$160/credit</td>
</tr>
<tr>
<td>Academic excellence fee</td>
<td>$150/credit</td>
<td>$150/credit</td>
</tr>
<tr>
<td>Academic excellence fee</td>
<td>$630/credit</td>
<td>$630/credit</td>
</tr>
</tbody>
</table>
Master’s in Arts (MA), Master’s in Science (MS, MSEd) and Advanced Certificates in the categories of:

- General Education across Adolescent, Childhood, and Early Childhood levels
- Special Education across Adolescent, Childhood, and Early Childhood levels
- Creative Arts Education and TESOL across K-12 levels
- School Building Leadership and TESOL across K-12 levels
- Applied Behavioral Analysis
- Educational Psychology
- Rehabilitation Counseling and Visual Rehabilitation and Orientation and Mobility Teaching
- As well as Master’s in Science (MS) Degrees in the programs of School Counseling and Mental Health Counseling

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic excellence fee</td>
<td>$5,545/semester</td>
<td>$50/credit</td>
</tr>
<tr>
<td>Part-time</td>
<td>$470/credit</td>
<td></td>
</tr>
<tr>
<td>Academic Excellence Fee</td>
<td>$50/credit</td>
<td></td>
</tr>
<tr>
<td>Total per credit part-time</td>
<td>$520</td>
<td></td>
</tr>
</tbody>
</table>

Doctor of Nursing Practice (DNP)

Full-time
Part-time

Doctor of Physical Therapy (DPT)

New students, entering academic year 2017-18 or thereafter
Part-time per credit
Continuing students (enrolled prior to academic year 2017-2018)
Level II (applies only to students who entered prior to fall 2017. Level II eliminated for cohorts who entered fall 2017 and thereafter)

Doctor of Education in Instructional Leadership

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time</th>
<th>Part-time (6 credits)</th>
<th>Per credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$8,340</td>
<td>$4,170</td>
<td>$695</td>
</tr>
</tbody>
</table>

Out-of-State Resident

- Master’s - other than Social Work (MSW), Nursing (MS), Accounting (MS) and Education (MA MSEd and MS), Geoinformatics (MS), Nutrition (MS)-IPND and MFA in Studio Art

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Excess hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$855/credit</td>
<td>$855/credit</td>
<td>$85/hour</td>
</tr>
</tbody>
</table>

Master’s in Social Work (MSW)

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$1000/credit</td>
<td>$1000/credit</td>
</tr>
</tbody>
</table>

Master’s in Nursing (MS) and Master’s in Accounting (MS)

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$855/credit</td>
<td>$855/credit</td>
</tr>
<tr>
<td>Total per credit (full- or part-time)</td>
<td>$945</td>
<td></td>
</tr>
</tbody>
</table>

Master of Science (MS) in Geoinformatics

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time or part-time</th>
<th>Academic Excellence Fee</th>
<th>Total per credit (full- or part-time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time or part-time</td>
<td>$855/credit</td>
<td>$160/credit</td>
<td>$1015</td>
</tr>
</tbody>
</table>

Master of Science (MS) in Nutrition - Integrated Program in Nutrition and Dietetics (IPND)

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time or part-time</th>
<th>Academic Excellence Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time or part-time</td>
<td>$855/credit</td>
<td>$150/credit</td>
</tr>
</tbody>
</table>
### Hunter College

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Academic excellence fee</th>
<th>Total per credit (full- or part-time)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Fine Arts (MFA) in Studio Art</strong></td>
<td>$855/credit</td>
<td>$855/credit</td>
<td>$40/credit</td>
<td>$895/credit</td>
</tr>
<tr>
<td><strong>Master’s in Arts (MA), Master’s in Science (MSEd) and Advanced Certificates in the categories of:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• General Education across Adolescent, Childhood, and Early Childhood levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Special Education across Adolescent, Childhood, and Early Childhood levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Creative Arts Education and TESOL across K-12 levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• As well as Master’s in Science (MS) Degrees in the programs of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counseling and Mental Health Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Doctor of Nursing Practice (DNP)</strong></td>
<td>$1,000/credit</td>
<td>$1,000/credit</td>
<td>$50/credit</td>
<td>$905/credit</td>
</tr>
<tr>
<td><strong>Doctor of Physical Therapy (DPT)</strong></td>
<td>$1,075/credit</td>
<td>$7,930/semester</td>
<td>$50/credit</td>
<td>$905/credit</td>
</tr>
<tr>
<td>Level II (applies only to students who entered prior to fall 2017. Level II eliminated for cohorts who entered fall 2017 and thereafter)</td>
<td>$1,075/credit</td>
<td>$7,930/semester</td>
<td>$50/credit</td>
<td>$905/credit</td>
</tr>
<tr>
<td><strong>Doctor of Education in Instructional Leadership</strong></td>
<td>$1,080/credit</td>
<td>$1,080/credit</td>
<td>$50/credit</td>
<td>$905/credit</td>
</tr>
</tbody>
</table>

**Fees**
**Mandatory Fees**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity Fee (Fall &amp; Spring only)</td>
<td>$13.45</td>
</tr>
<tr>
<td>Technology Fee (Full-time)</td>
<td>$125.00</td>
</tr>
<tr>
<td>Technology Fee (Part-time)</td>
<td>$62.50</td>
</tr>
<tr>
<td>Consolidated service fee</td>
<td>$15.00</td>
</tr>
</tbody>
</table>

**General Fees**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Payment Fee - Monthly until balance in paid in full</td>
<td>$15.00</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Change of program fee</td>
<td>$18.00</td>
</tr>
<tr>
<td>Maintenance of matriculation (Resident)</td>
<td>$225.00</td>
</tr>
<tr>
<td>Maintenance of matriculation (Non-resident and foreign)</td>
<td>$360.00</td>
</tr>
<tr>
<td>Excess hours - contact hours in excess of credit hours - (Residents)</td>
<td>$65/hour</td>
</tr>
<tr>
<td>Excess hours - contact hours in excess of credit hours - (Non-Residents)</td>
<td>$85/hour</td>
</tr>
<tr>
<td>Duplicate Identification Card Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Special Examinations Fee - first each semester</td>
<td>$25.00</td>
</tr>
<tr>
<td>Special Examinations Fee - each additional after the first exam</td>
<td>$5.00</td>
</tr>
<tr>
<td>Thesis Binding Fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$7.00</td>
</tr>
<tr>
<td>Readmission (except non-matriculated)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Readmission (non-matriculated)</td>
<td>$125.00</td>
</tr>
<tr>
<td>Returned check/EFT Reprocessing Fee</td>
<td>$20.00</td>
</tr>
<tr>
<td>Duplicate Diploma Fee</td>
<td>$30.00</td>
</tr>
</tbody>
</table>

**Material Fee**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certain courses such as laboratory or studio courses, have a material fee. These fees are listed in the course description for each applicable course. The fees will be included in the student’s bill and are payable to the Bursar’s Office.</td>
<td></td>
</tr>
</tbody>
</table>

**Transcripts**

Application for transcripts should be addressed to the Transcripts Division of the Registrar’s Office with correct remittance. The Registrar’s Office is located in room 217 North, (212) 772-4474. The application must state the name and address of the official to whom the information is to be mailed. Transcripts of records are mailed to the student’s home school only if requested by the student. In accordance with the general practice of colleges and universities, complete official transcripts and certificates (those bearing the original signature and seal) are sent directly by the university, not transmitted by the applicant. No transcripts will be issued for students who have unpaid financial obligations to Hunter College. The fee for the issuance of transcripts is waived when the transcript is to be forwarded from one unit of the City University to another. Requests for certificates and other statements should also be addressed to the Registration Division of the Office of the Registrar.

**Cancellation Policy**

The college’s cancellation policy is both published on our website and detailed on a student’s online account. The policy is also outlined in the schedule of classes.

**Refund Policy**

There are two types of student refunds. One relates to students who drop their classes during the first three weeks of classes and have overpaid, the other involves the calculation of Federal Aid earned for Federal financial aid recipients only.

**CUNY Policy - General refunds**

This policy relates to all students who withdraw from courses prior to the first official day of the fourth week of classes. The refund policy is as follows:

- 100% tuition and fees prior to 1st official day of term
- 75% tuition only prior to 1st day of 2nd week of term (fees are non-refundable)
- 50% tuition only prior to 1st day of 3rd week of term (fees are non-refundable)
- 25% tuition only prior to 1st day of 4th week of term (fees are non-refundable)

**Return of Title IV (Federal Aid) Refunds**

Students who completely officially withdraw or unofficially withdraw from ALL their class(es) and received Federal Financial Aid are subject to a Return of Title IV Funds calculation. It must be a COMPLETE withdrawal. A withdrawal from one class is not subject to this calculation, however it can affect a student’s eligibility to receive financial aid.
Federal law states that the amount of Federal aid earned is determined by the amount of days the student is enrolled in class(es). The Office of Financial Aid will perform a calculation for each student subject to these rules and send a notification to the student. Students are expected to pay whatever liability is not covered by the amount of financial aid earned. Students who earn more funds than are required to satisfy their bill will be sent a post-withdrawal disbursement notification so they can receive these excess funds. Please note that students who officially or unofficially withdraw are not entitled to a tuition refund because withdrawal grades carry a liability like any other class.
Financial Aid

Office of Financial Aid
The Office of Financial Aid helps graduate students with securing funds to meet their educational expenses through a variety of programs, including student loans, Federal Work Study, and grants. The college participates in both Title IV federal financial aid and New York State financial aid programs. Federal Student Aid (FSA) programs include the Federal Direct Loan program, the Federal Perkins Loan program and Federal Work-Study program. The New York State aid programs include New York State Scholarships. For information on other scholarships and grants, students may log on to the financial aid website for outside scholarship information. For information on graduate assistantships and fellowships students may contact their departmental adviser. The Office of Financial Aid is located in 241 North Building.

Students are encouraged to refer frequently to the Hunter College Office of Financial Aid website at www.hunter.cuny.edu/onestop/finances/financial-aid as an information resource.

Financial Aid: Application Procedure
The fastest and easiest way to apply for financial aid is by completing the Free Application for Federal Student Aid (FAFSA) online. FAFSA on the Web is available at www.fafsa.ed.gov. Before beginning the application we encourage you to first fill out the FAFSA Worksheet. The worksheet does NOT need to be submitted. When the student completes the FAFSA, Hunter College should be included among the colleges to which the application information is reported (HUNTER COLLEGE FEDERAL SCHOOL CODE: 002689). When the FAFSA is processed, CUNY will receive an electronic record of the student’s application information. The Federal Government may require that the student provides additional documentation to the Office of Financial Aid to verify the application information or to clarify any discrepancies found in the application. Students who are New York State residents can apply for both federal and New York State aid using a single online session. After completing FAFSA on the Web, New York residents are able to link to the TAP on the Web Form, which is pre-filled with their FAFSA data.

In order to request a Federal Direct Loan at Hunter College, the student must first complete the FAFSA.

Financial Need
All funds from federal financial aid programs administered by the Office of Financial Aid are awarded on the basis of financial need with the exception of the Federal Direct Unsubsidized Loan.

When the student applies for federal student aid, the information that is reported on the FAFSA is used in a formula, established by the U.S. Dept. of Education and approved by the U.S. Congress. The Expected Family Contribution (EFC) which is the amount that the student and the family are expected to contribute toward the student’s education is then calculated.

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

\[
\text{Financial Need} = \text{Cost of Attendance} - \text{Expected Family Contribution (EFC)}
\]

The Office of Financial Aid takes the Cost of Attendance and subtracts the Expected Family Contribution (EFC). The amount left over is considered the student’s financial need. In determining the student’s need for aid from the federal financial aid programs, the Office of Financial Aid must first consider all other aid that the student is expected to receive.

The Cost of Attendance
Costs must be considered when a student is making decisions about whether, where, or when to attend college. A student budget is used as an estimate of the amount of money it will cost a student to attend college.

The budget includes allowances for tuition, fees, books, transportation, housing, food and personal expenses. Additional allowances may be made for unusual expenses such as dependent-care costs.

Student budgets are set each year by CUNY (City University of New York). They reflect the average expenses of all students who are living with their parents or living away from their parents. Students with disabilities should speak to a financial aid counselor about budget adjustments for their special needs.

The 2018-2019 Hunter College expense budgets for full-time graduate students, who are charged the NY State Resident tuition rate, are as follows for the 9-month period of the fall and spring semesters:

### 2018-2019 Cost of Attendance

<table>
<thead>
<tr>
<th>Expenses Living with Parents/Living away from Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees Please refer to the Office of the Bursar for individual program Tuition and Fees: <a href="http://www.hunter.cuny.edu/bursar/">http://www.hunter.cuny.edu/bursar/</a></td>
</tr>
<tr>
<td>The Housing component of the Living Away From Parent budget is derived using average housing charges for a rental apartment in metropolitan New York, and using the assumption that the student is sharing the cost of housing with a roommate. The Personal Expenses component includes an allowance for medical expenses and/or health insurance.</td>
</tr>
<tr>
<td>Below are the estimated nine month budget for variable costs (in addition to tuition and fees) for students living at home and students living away from home.</td>
</tr>
</tbody>
</table>

**Students Living at Home**

<table>
<thead>
<tr>
<th>Books and Supplies</th>
<th>$1,364</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation (MetroCard)</td>
<td>$1,088</td>
</tr>
<tr>
<td>Lunch</td>
<td>$1,232</td>
</tr>
<tr>
<td>Personal Expense</td>
<td>$1,796</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$4,390</td>
</tr>
<tr>
<td><strong>TOTAL VARIABLE COSTS</strong></td>
<td><strong>$9,870</strong></td>
</tr>
</tbody>
</table>

**Students Living Away from Home**
the yearly maximum amount if other financial aid is received. Total aid including loans may not exceed the cost of attendance. If the interest is paid as it accumulates, the student will have less to repay in the long run. That is, the interest will be added to the principal amount of the loan and will increase the amount that has to be repaid. If the interest is paid as it accumulates, it will be capitalized into the principal amount of the loan.

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

- **Federal Subsidized Loans**
- **Federal Unsubsidized Loans**

A Federal Subsidized Loan is an interest-free loan for eligible students with exceptional financial need. Federal Subsidized Loans are made through Hunter College as the lender, although the loan is made with government funds. Students must repay this loan to Hunter College. The borrowing limit established by the U.S. Dept. of Education for eligible undergraduate students is $25,500 for the first year and $20,500 for each subsequent academic year. The total amount graduate students can borrow is $30,000. (This amount includes any Federal Perkins Loans borrowed as an undergraduate). The actual amount of the loan is dependent on financial aid need and the availability of funds. Therefore, students must apply early in order to be considered for these funds.

A Federal Unsubsidized Loan is not awarded on the basis of financial need. If a student qualifies for an unsubsidized loan, interest will be charged from the time the loan is disbursed until it is paid in full. Students can choose to pay the interest or allow it to accumulate. If students allow the interest to accumulate, it will be capitalized into the principal amount of the loan.

Federal Perkins Loans
A Federal Perkins Loan is a low-interest (5 percent) loan for students with exceptional financial need. Federal Perkins Loans are made through Hunter College as the lender, although the loan is made with government funds. Students must repay this loan to Hunter College. The borrowing limit established by the U.S. Dept. of Education for eligible graduate students is $5,000 per year for each year of graduate/professional study. The total amount graduate students can borrow is $30,000. (This amount includes any Federal Perkins Loans borrowed as an undergraduate). The actual amount of the loan is dependent on financial aid need and the availability of funds.

Federal Direct Unsubsidized Loans
A Federal Direct Unsubsidized Loan is a low-interest loan for students. Under the Direct Loan Program, the federal government makes loans directly to students through the college. An unsubsidized loan is not awarded on the basis of need. If a student qualifies for an unsubsidized loan, interest will be charged from the time the loan is disbursed until it is paid in full. Students can choose to pay the interest or allow it to accumulate. If students allow the interest to accumulate, it will be capitalized into the principal amount of the loan.

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

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

Federal Aid Eligibility
The Federal Satisfactory Academic Progress (SAP) standard applies to students seeking assistance from all federal student financial aid programs available at Hunter College.

- **Graduate Students**
  - A. Minimum GPA – maintain a minimum GPA of 3.0 or better, or have an academic standing consistent with the requirements for graduation.
  - B. Maximum Time-frame – may not attempt more than 150% of the credits normally required for completion of the degree.
  - C. Pace of Progression – must accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution. All graduate students will be measured against each of the three SAP components at the end of the spring term to determine satisfactory academic progress.

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

Applications for financial aid must be filed each year. FAFSA on the Web for the coming academic year is available starting on October 1.

Federal Financial Aid Programs

### Campus-Based Programs
**Federal Work-Study (FWS) Program**
The Federal Work-Study (FWS) Program is considered a campus-based program because it is administered directly by the college. How much aid a student receives depends on the student’s financial need, the amount of other aid the student will receive, and the availability of funds. Funds are limited. Therefore, students must apply early in order to be considered for these funds. The priority deadline is January 15th.

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

**Federal Perkins Loans**
A Federal Perkins Loan is a low-interest (5 percent) loan for students with exceptional financial need. Federal Perkins Loans are made through Hunter College as the lender, although the loan is made with government funds. Students must repay this loan to Hunter College. The borrowing limit established by the U.S. Dept. of Education for eligible graduate students is $5,000 per year for each year of graduate/professional study. The total amount graduate students can borrow is $30,000. (This amount includes any Federal Perkins Loans borrowed as an undergraduate). The actual amount of the loan is dependent on financial aid need and the availability of funds.

**Federal Direct Unsubsidized Loans**
The Federal Direct Loan Program, established by the Student Loan Reform Act of 1993, provides low-interest loans for students. Under the Direct Loan Program, the federal government makes loans directly to students through the college. An unsubsidized loan is not awarded on the basis of need. If a student qualifies for an unsubsidized loan, interest will be charged from the time the loan is disbursed until it is paid in full. Students can choose to pay the interest or allow it to accumulate. If students allow the interest to accumulate, it will be capitalized into the principal amount of the loan. The interest will be added to the principal amount of the loan and will increase the amount that has to be repaid. If the interest is paid as it accumulates, the student will have less to repay in the long run.

The U.S. Dept. of Education has established a borrowing limit of $20,500 each academic year for the Federal Direct Loan Program. A student may receive less than the yearly maximum amount if other financial aid is received. Total aid including loans may not exceed the cost of attendance.
The total outstanding debt from all Federal Direct and Federal Stafford Loans combined that a graduate or professional student may have is $138,500; no more than $65,500 of this amount may be in subsidized loans. The graduate debt limit includes any Federal Direct Loans and Federal Stafford Loans received for undergraduate study. Federal Direct Loans are not made to students enrolled in programs that are less than one third of an academic year in duration. For students whose Federal Direct Loans were first disbursed on or after July 1, 1994, the interest rate is variable, but it will never exceed 8.25 percent. The interest rate is adjusted each year on July 1. Students will be notified of interest rate changes throughout the life of their loan.

Once a Federal Direct Loan is made, it is managed and collected by the U.S. Department of Education’s Direct Loan Servicing Center. The toll-free telephone number is (800) 848-0979.
Scholarships and Grants

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

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

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

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

The George N. Shuster Master's Thesis Award
Contact school deans' offices for further information.

Graduate Assistantships
Graduate assistantships may be available in some departments and are awarded to master's and doctoral students on the basis of academic qualifications. The duties of graduate assistants may include teaching, research, laboratory work, graduate program administration and similar assignments as specified by the academic department. Students should contact their graduate advisers about such opportunities.

School of Social Work: Tuition Assistance
Loans and Scholarships from the Dorothy and Alfred Silberman Fund are the principal source of tuition assistance available to students at the School of Social Work. These grants are based primarily on financial need. In addition, various public and voluntary agencies and foundations provide some assistance in the form of scholarships and stipends. Inquiries concerning School of Social Work sponsored financial assistance should be addressed to The Enrollment Management Office, Silberman School of Social Work at Hunter College, 2180 Third Avenue, 7th Floor, New York, NY 10035.

School of Health Professions: Tuition Assistance
Various forms of financial assistance are available to students in the Hunter-Bellevue School of Nursing and the School of Health Professions, both located at 425 East 25th Street, New York, NY 10010. For information, contact the schools directly.

Veterans
External Scholarships
Other fellowship awards may be available through government and private organizations. For study in the fields of the art, humanities and social sciences, students may apply for the Jacob K. Javits Fellowship, www.ed.gov/programs/jacobjavits.html. For study in the fields of the social sciences and physical and natural sciences, students may apply for the National Science Foundation Graduate Research Fellowship, www.nsfgradfellows.org. Information on other scholarships from outside organizations are listed in the Grants Guide, available in the Office of Student Services, Room 1119 East or online at: http://studentservices.hunter.cuny.edu/grant.htm
Bursar's Office

The bursar's office collects all tuition and fees in accordance with CUNY policies and procedures set forth by the Federal, State and City Governments.

Method of Payment for Tuition and Fees
Students may pay for tuition and fees by cash, check, or money order in person at the cashier windows; through the mail using a money order or check. All checks and money orders must be made payable to Hunter College in U.S. currency only and mailed to the Bursar’s Office, 238N. The college will only accept payments of cash, checks and money orders at the Bursar Office cashier windows. Students can make payments online using an electronic funds transfer from their bank checking/savings account. Effective as of March 13, 2016, all Credit and Debit Card transactions are processed via the University’s Payment Plan. The Payment Plan provides students and their families the option of paying their tuition and fees over a period of up to six months. This flexibility enables everyone to reduce the burden of paying all tuition and fees prior to the start of the academic term. This deferred payment plan continues to be an interest free benefit for students and their families.

Effective with the Summer 2016 semester, the Enrollment Fee for the payment plan will be $95 per term. For students and their families who opt for direct withdrawals from their bank accounts, a discount will be provided which will lower the Enrollment Fee to $40 per term.

Additional details concerning payment options are available online at the Office of the Bursar.

Financial Obligations
Students are expected to settle their bill by the college designated due dates. Pursuant to CUNY policy, students who have unsettled bills by the term start date may be subject to cancellation for non-payment. Student accounts that remain unpaid for one semester or more are turned over to the university’s collection agency. Students who have a negative service indicator (stop) for unpaid balances will not be permitted to register for classes or obtain a transcript.
Academic Policies & Regulations Overview

Change of Name or Address
If you are changing your name, address, or ID number, you must submit a "change of name, address or ID" form. Forms are available on the One Stop web page at www.hunter.cuny.edu/onestop, under "forms." The completed form should be submitted at the One Stop, Room 217 North Building during office hours. Students may change their own address online at their CUNYfirst account at www.cuny.edu. In the case of a change of address, the post office should be notified to forward the mail to their new address.

Withdrawal from Courses
Once you register for a course, it becomes part of your permanent record. If for any reason you do not attend, you must officially withdraw from the course using your CUNYfirst Account before the first day of the tenth week of classes in the fall and spring semesters and by the first day of the fifth week of classes in summer semesters. A grade of W is posted to your record for the course(s) you have withdrawn from. There is no refund of tuition. W grades are not calculated in a student’s GPA, however they may adversely affect a student’s ability to receive financial aid or impede progress toward degree completion (information regarding the possible effect of withdrawals for students with financial aid can be found on the Office of Financial Aid website). Failure to formally withdraw from a course will result in a grade of W, which factors into both your semester and cumulative GPA in the same manner as an F grade. All official withdrawals after the official withdrawal period must have the approval of your graduate divisional dean. These late withdrawal requests are received by the Office of the Registrar via inter-office delivery from the offices of the divisional dean.

Minimum GPA for Graduation
Both degree and non-degree graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester. After the posting of grades, the Office of the Registrar will notify graduate advisers of students whose GPA has fallen below 3.0. Those students will receive Warning indicating that they have one probationary semester in which to raise their GPAs. Students who fail to raise their GPAs sufficiently will be dropped from their programs. Probations and Dismissals are assessed at the end of each fall and spring semester.

Appeals Procedure for Students on Probation

1. Student appeals must be made in writing to the dean of the appropriate school. Appeals must be received no later than the first day of classes of the following semester.
2. Upon receipt of this written letter of appeal, the dean will convene a probation appeals committee composed of representatives from the graduate programs in the appropriate school, to include the graduate adviser from the appropriate program or a comparable program representative.
3. The probation appeals committee will meet to review each case and produce a written report stating the grounds for its final decision. Copies of this report shall be sent to the student, to the dean, and to the student’s file. The decision of this committee is final. If the appeal is successful, the committee shall send official notification to the registrar that the student will be retained on probation and allowed to register.

Student appeals received by the first day of classes are handled with dispatch so the student may register within the period of late registration without payment of the late registration fee.

Minimum GPA for Retention
Both degree and non-degree graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester. After the posting of grades, the Office of the Registrar will notify graduate advisers of students whose GPA has fallen below 3.0. Those students will receive Warning indicating that they have one probationary semester in which to raise their GPAs. Students who fail to raise their GPAs sufficiently will be dropped from their programs. Probations and Dismissals are assessed at the end of each fall and spring semester.

Incomplete Work in Course
Instructors may assign the grade IN, meaning that course work (examinations, assignments, classwork, lab work) was not completed. For an IN grade to be changed to a letter grade, all required coursework must be completed within one year after the IN grade is entered. If not changed to a letter grade within one year, the IN grade will become permanent. Penalties for lateness previously established for the course will remain in effect.

Students will have a maximum of one year to complete required course work, whether or not they are in attendance.

Credit
In general, one credit represents 15 semester hours of classroom work or 30 semester hours of laboratory work, or the equivalent. Students are automatically classified as full-time during any given semester if they are taking 12 credits. They may be classified as full-time if they are taking fewer than 12 credits but are pursuing additional academic work that is required for the degree and that amounts to full-time study, such as preparing for comprehensive examinations, writing a thesis, teaching on a fellowship, student teaching or undertaking an internship or fieldwork under faculty supervision. Students who believe they qualify for classified full-time status and wish to protect their status as full-time students because of eligibility requirements for financial aid must ask their graduate advisers to verify the full-time nature of their academic work and to make a recommendation on this matter to the registrar prior to the beginning of classes of each semester.

Academic Honesty
Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment of the source is intellectual theft and is classified as plagiarism.

It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms, or statements encountered must provide full citations in an appropriate form.
Registration

Registration instructions are e-mailed to students accepted into or continuing in the graduate programs at Hunter College. For registration instructions go to http://www.hunter.cuny.edu/cunyfirst/students. All registration is subject to space availability. For courses that require department permission, students must obtain approval from the academic department adviser prior to registration. Questions regarding course requirements and pre- or corequisites should be directed to the academic department adviser. A full listing of all academic and administrative departments and personnel is available at www.hunter.cuny.edu Select Directory.

Assistance regarding access to the CUNY Portal, CUNYfirst, Hunter College Student email and student BlackBoard accounts is available at Instructional Computing and Information Technology web page at http://www.hunter.cuny.edu/icit/. Select the Student Quick Link.
Students Matriculated at Hunter Taking Courses at Other Institutions (EPermit)

Hunter matriculated students in good standing (GPA 3.0) have the option of taking courses at other CUNY colleges on a “EPermit” basis and receiving credit toward their Hunter degree with permission of the graduate adviser. Instructions on permit requirements and procedures are available at http://registrar.hunter.cuny.edu/. Students who would like to enroll in courses at a non-CUNY college should inquire in the OASIS, room 217 North. The student registers at a non-CUNY college as a nonmatriculated student and at the end of the semester requests that a transcript be sent to Hunter College, Attention: Records Division/Permits, Room 223 North Building.

A schedule of classes, giving the days and times when each graduate course will meet, is published prior to each registration and posted on the Office of the Registrar website at http://registrar.hunter.cuny.edu.

Students Matriculated at Other Colleges of the City University

Students matriculated in a graduate program at any other branch of the City University who want to register for a course or courses at Hunter College are required to use the EPermit System available at www.cuny.edu/. Students must register for a CUNY Portal account and complete the EPermit process at this site. Information regarding their Epermit request will be e-mailed to their e-mail address. Deadline dates are available at http://registrar.hunter.cuny.edu/ Tuition payment for courses is made at the student’s home school. Grades will be collected by the City University and forwarded to Hunter College at the end of the semester, once grades become available.

Maintaining Matriculation

A matriculated student who is not registered for any courses but is completing other degree requirements for graduation must complete the registration procedure by registering to maintain matriculation. A student must be registered for the semester of graduation but need not register for any semester during which no work is done toward graduation. The fee cannot be waived or refunded. Maintenance of matriculation is not proof of attendance.

Leaves of Absence

Students who want a leave of absence for a specific period should apply for approval to their graduate adviser. Leaves are approved only for documented disabling illness, maternity, military service, or other unusual circumstances. Leaves may be approved up to a maximum of any two semesters (see “Readmission” in section on Admissions). Leave-of-absence forms may be obtained at http://registrar.hunter.cuny.edu/forms

Unapproved Leaves

Students failing to register for a regular semester will be dropped automatically from the active student file. If they wish to return, they must apply for readmission. In all cases of nonattendance, students must still observe the time limitations for the master’s degree.

Doctoral Programs

The university-wide doctoral program, centrally supervised by the City University Graduate Center, offers a PhD in the following academic disciplines: anthropology, art history, audiology (AudD), biochemistry, biology, biomedical sciences, business, chemistry, classics, comparative literature, computer science, criminal justice, earth and environmental sciences, economics, education (educational psychology and urban education), engineering, English, French, Germanic languages and literature, Hispanic and Luso-Brazilian literatures, history, linguistics, mathematics, music (PhD, DMA), musical arts, nursing (DNS), philosophy, physics, political science, psychology, public health (DPh), social welfare, sociology, speech and hearing sciences, and theatre. The doctoral faculty is composed of faculty members from the senior colleges who hold CUNY Graduate Center appointments. Doctoral courses are taught at the Graduate Center and on the senior college campuses. The Graduate Center is located at 365 Fifth Avenue, New York NY 10016.

http://www.gc.cuny.edu/
(212) 817-7000
**Students’ Rights Concerning Education Records (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

**I. The right to inspect and review the student’s education records.**

Students should submit to the registrar, the dean of students, or other appropriate college official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be provided with copies of the requested records or notified of the time and place where the records may be inspected. Students will be charged a fee for copies of requested records. If the request is denied or not responded to within 45 days, the student may appeal to the college’s FERPA appeals officer. Additional information regarding the appeal procedures will be provided by the college’s FERPA appeals officer: Office of Legal Affairs, Hunter College, Room 1705E, 695 Park Avenue, New York, NY 10021.

**II. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.**

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write to the registrar, the dean of students, or other appropriate college official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing before the college’s FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**III. The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

**IV. You may appeal the alleged denial of FERPA rights to the:**

General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 205 East 42nd Street, New York, NY 10017.

**V. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.**

The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

**VI. The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information:**

A student’s name, attendance dates, telephone listing, home address, present address, e-mail address, major and minor fields of study, degrees and awards received, date of birth, place of birth, level of education, and the most recent previous educational institution attended. By filing a form with the Registrar’s Office, a student or former student may request that any or all of the above information not be released without his or her prior written consent. This form may be completed, withdrawn, or modified at any time.

This policy shall be effective as of September 2000 and shall supersede prior policy on this issue.
Statement on the Rights of Students

The Hunter College Senate voted endorsement of the following statement on September 24, 1974:

Preamble

"Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well being of society. Free inquiry and free expression are indispensable to the attainment of these goals...Freedom to teach and freedom to learn are inseparable facets of academic freedom."

Students "have a distinctive role...which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education...Joint efforts among all groups in the institution—students, faculty, administration, and governing board—is a prerequisite of sound academic government...Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in college and university government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community."

"The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students' rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions at the college change.

I. Academic and Personal Files

1. Improper disclosure, even within the college, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal, and disciplinary records should be kept in separate files.

2. All files may be made available only to specially authorized college staff. Express consent of the student involved is otherwise required.

3. Academic records and transcripts should contain only information about scholastic achievement.

4. No records should be kept which reflect the political and off-campus activities or beliefs of students.

5. Non-current medical and disciplinary records should be periodically destroyed.

6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails the student has the right to append a written rebuttal to the record.

II. Classroom, Grades, etc.

1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to college standards.

2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.

3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.

4. Students' grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.

5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.

6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

III. Participation in Academic Affairs

1. Students have the right, individually and collectively, to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.

2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.

3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.

4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.

5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the college community, and should be weighed in all decisions affecting faculty status and curriculum.

IV. Extracurricular Activities

1. Students should be free to form and join associations to promote their common interests.

2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the college.

V. Standards of Conduct

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the college.
2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.

3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

RESOLVED, That these rules and regulations be incorporated in each college bulletin.  

Rules and Regulations for Students Pursuant to Article 224A

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridiem or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself or herself of provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his rights under this section.

1. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.

7. As used in this section, the term “institution of higher education” shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Trustees of the City University of New York or any community college.

Equal Opportunity Programs

Hunter College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sexual orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedure.
Grade Appeals

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

Students appealing a grade to the School of Nursing or the School of Health Sciences should direct the appeal to the director of the school. Students appealing a grade to the School of Social Work should direct the appeal to the dean of the school, who shall carry out the responsibilities of the department chair.

1. Introduction

The university and its colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The university respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the university recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

2. Determination of Appropriate Procedure

If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

3. Informal Resolution

Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

4. Formal Complaint

If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the "Fact Finder.") Only students in a faculty member's class or present in another academic setting where the alleged conduct occurred may file complaints against that faculty member.

- The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.
- The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder.
- The chairperson may also submit a written request for recusal for good cause to the academic dean or senior faculty member designated by the college president to review such requests. If a recusal request is granted, a different department chairperson shall conduct the investigation, or, if no other chairperson is available, an administrator designated by the college president shall serve in the chairperson's stead. Further, the college president may re-assign investigations as necessary, including but not limited to situations in which a Fact Finder has not completed an investigation in a timely manner. In addition, during any time that no department chairperson is available to investigate a complaint, the college president may assign an administrator to investigate.

- The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.
- If the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.
- In cases where there is strong preliminary evidence that a student's complaint is meritorious and that the student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate interim relief to the complaining student pending the completion of the investigation. The affected faculty member may appeal such interim relief to the chief academic officer.
- At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

5. Appeals Procedure

If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in
question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

6. Subsequent Action

Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the university and the collective bargaining agreement between the university and the Professional Staff Congress.

7. Campus Implementation

Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college Web site.
CUNY Policy on Sexual Misconduct

I. Policy Statement
Every member of The City University of New York (“CUNY”) community, including students, employees and visitors, deserves the opportunity to live, learn and work free from Sexual Misconduct (sexual harassment, gender-based harassment and sexual violence). Accordingly, CUNY is committed to:

1. Defining conduct that constitutes prohibited Sexual Misconduct;
2. Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct and a commitment that any complaints will be handled respectfully;
3. Promptly responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
4. Providing ongoing assistance and support to students and employees who make allegations of Sexual Misconduct;
5. Providing awareness and prevention information on Sexual Misconduct, including widely disseminating this policy, as well as a “students’ bill of rights” and implementing training and educational programs on Sexual Misconduct to college constituencies; and
6. Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing Sexual Misconduct and is applicable at all college and units at the University. It will be interpreted in accordance with the principles of academic freedom adopted by CUNY’s Board of Trustees.

The CUNY community should also be aware of the following CUNY policies:

• The CUNY Policy on Equal Opportunity and Nondiscrimination prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than Sexual Misconduct covered by this policy.
• The CUNY Campus and Workplace Violence Prevention Policy addresses workplace violence.
• The CUNY Domestic Violence and the Workplace Policy addresses domestic violence or affecting employees in the workplace.
• The CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments addresses the procedures CUNY will follow when there is a request for a reasonable accommodation and or academic adjustment.

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.

II. Scope of this Policy
This policy governs the conduct of (i) all the members of CUNY’s community, including employees and students, and (ii) non-members of CUNY’s community who interact with members of the CUNY community (hereinafter “visitors”). Visitors are both protected by and subject to this policy. A non-member may make an allegation of or report a violation of this policy committed by a member of CUNY’s community. A non-member may also be subject to restrictions for failing to comply with this policy. This policy applies to conduct that occurs on and off CUNY property.

III. Definitions

1. **Affirmative Consent** is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity or gender expression.

Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

In order to give consent, one must be of legal age (17 years or older).

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if the individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

Consent may be initially given but withdrawn at any time. When consent is withdrawn or can no longer be given, sexual activity must stop.

2. **Complainant** refers to the individual who alleges that she/he has been the subject of Sexual Misconduct, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college’s attention by someone other than the complainant.

3. **Complaint** is an allegation of Sexual Misconduct made under this policy.

4. **Confidentiality** is the commitment not to share any identifying information with others, except as required by law in emergency circumstances (such as risk of death or serious bodily harm). Confidentiality may only be offered by individuals who are not legally required to report known incidents of Sexual Misconduct to college officials. Licensed mental health counselors, medical providers & pastoral counselors may offer confidentiality.

5. **Dating Violence** is violence or sexual assault committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party’s statement and with consideration of the length of the relationship and the frequency of the interaction between the persons involved in the relationship. Dating violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct. A relationship may be romantic or intimate regardless of whether the relationship was sexual in nature. Dating violence includes the threat of sexual or physical abuse.
6. **Domestic Violence** is any violence or sexual assault committed by (i) a current or former spouse or intimate partner of the victim; (ii) a person with whom the victim shares a child; (iii) a person who cohabits or cohabited with the victim as a spouse or intimate partner; or (iv) anyone else covered by applicable domestic violence laws. Domestic violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct.

7. **Forcible Touching/Fondling** is intentionally touching the sexual or other intimate parts of another person without the latter's consent for the purpose of degrading or abusing such person, or for the purpose of gratifying the actor's sexual desire.

8. **Gender-Based Harassment** is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities. The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

9. **Intimate Partner Violence** ("IPV") includes both Domestic Violence and Dating Violence.

10. **Managers** are employees who have authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities.

11. **Pastoral counselor** is a person who is associated with a religious order or denomination, recognized by that order or denomination as someone who provides confidential counseling, and functioning within the scope of that recognition.

12. **Privacy** is the assurance that the college will only reveal information about a report of Sexual Misconduct to those who need to know the information in order to carry out their duties or responsibilities or as otherwise required by law. Individuals who are unable to offer the higher standard of confidentiality under law, but who are still committed to not disclose information more than necessary, may offer privacy.

13. **Rape and Attempted Rape** is the penetration or attempted penetration, no matter how slight, of any bodily part by a sex organ of another person, without the consent of that person.

14. **Respondent** refers to the individual who is alleged to have committed Sexual Misconduct against a CUNY student, employee, or visitor.

15. **Retaliation** is adverse treatment of an individual as a result of that individual's reporting Sexual Misconduct, assisting someone with a report of Sexual Misconduct, opposing in a reasonable manner an act or policy believed to constitute Sexual Misconduct, or participating in any manner in an investigation or resolution of a Sexual Misconduct report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either of a complainant or respondent.

16. **Sexual Activity** is

- contact between the penis and the vulva or the penis and the anus;
- contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus;
- penetration, however slight, of the of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

17. **Sexual Assault** is any form of sexual activity that occurs without consent.

18. **Sex Discrimination** is treating an individual differently or less favorably because of sex, including sexual orientation, gender or gender identity (including transgender status), as well as pregnancy, childbirth and related medical conditions. Examples of sex discrimination include giving a student a lower grade, or failing to hire or promote an employee, based on their sex.

19. **Sexual Harassment** is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

   i. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or

   ii. such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant.

   Conduct is considered “unwelcome” if the individual did not request or invite it and considered the conduct to be undesirable or offensive. While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

   i. Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual’s body;

   ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;

   iii. Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or
iv. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

20. **Sexual Misconduct** is sexual harassment, gender-based harassment or sexual violence, as defined in this policy.

21. **Sexual Violence** includes: (1) sexual activity without affirmative consent, such as sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking as defined below; and (4) voyeurism, as defined below.

22. **Stalking** is intentionally engaging in a course of conduct directed at a specific person that:

   1. is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
   2. is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

   Where stalking is directed at an individual with whom the perpetrator has, had, or sought some form of sexual or romantic relationship, it will be addressed under this Policy. Stalking that lacks a sexual or gender-based nexus may be addressed under the Code of Conduct.

23. **Supervisors** are employees who are not managers, but have a sufficient degree of control over the working conditions of one or more employees, which might include evaluating their performance and making recommendations for changes in employment status that are given particular weight.

24. **Visitor** is an individual who is present at a CUNY campus or unit but is not a student or an employee.

25. **Voyeurism** is unlawful surveillance and includes acts that violate an individual's right to privacy in connection with her/his body and/or sexual activity such as:

   i. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent.
   ii. Recording images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent;
   iii. Disseminating images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;
   iv. Using or installing, or permitting the use or installation of a device for the purpose of recording another person's sexual activity, intimate body parts or nakedness in a place where the person would have a reasonable expectation of privacy without that person's consent.

26. **Writing**. Whenever this policy requires in “writing,” electronic mail satisfies the writing requirement.

**IV. Prohibited Conduct**

1. **Sexual Harassment, Gender-Based Harassment and Sexual Violence**

   This policy prohibits sexual harassment, gender-based harassment and sexual violence (together “Sexual Misconduct”) against any CUNY student, employee or visitor.

   Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

   Sexual harassment is considered a form of employee misconduct and an employee who engages in such conduct, or, managerial and supervisory personnel who knowingly allow such behavior to continue, shall be subject to discipline in accordance with applicable rules, policies and collective bargaining agreements.

   Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities.

   Sexual violence is an umbrella term that includes: (1) sexual activity without affirmative consent, sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking/cyberstalking (“stalking”), and (4) voyeurism.

   The complete definitions of these terms, as well as other key terms used in this policy, are in Section III above.

2. **Retaliation**

   This policy prohibits retaliation against any person who reports Sexual Misconduct, assists someone making such a report, participates in any manner in an
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investigation or resolution of a Sexual Misconduct complaint, including testifying or assisting in a legal proceeding, or opposes in a reasonable manner an act or policy believed to constitute Sexual Misconduct. Federal, state, and local laws also prohibit retaliation.

3. Certain Intimate Relationships

This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section XII below.

V. Title IX Coordinator

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including Sexual Misconduct, in education programs, and with New York State Law Article 129B, commonly referred to as the Enough is Enough, Combating Sexual Assault and Domestic Violence on College Campuses (hereafter “Enough is Enough”). The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. All Title IX Coordinators shall receive annual training on Sexual Misconduct as required by Title IX, the Clery Act, Enough is Enough, and other civil rights law. The name and contact information for all Title IX Coordinators at CUNY can be found on the university’s dedicated Title IX website.

VI. Assistance in Cases of Sexual Violence

1. Reporting to Law Enforcement

Students, employees and other community members who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus may, but are not required to, report to local law enforcement, and/or state police. CUNY does not require a complainant to report sexual misconduct to law enforcement; however, if a student, employee, or other community member does wish to report to law enforcement. CUNY will provide assistance. Each college public safety office shall have an appropriately trained employee available at all times to provide the complainant with information regarding options to proceed, including information regarding the criminal justice process and the preservation of evidence. Campus public safety officers can also assist the complainant with filing a complaint both on and off-campus, and in obtaining immediate medical attention and other services.

Additional information is available on the university’s Title IX website.

2. Relationship of CUNY’s Investigation to the Action of Outside law Enforcement

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

Students, employees and other community members should be aware that CUNY procedures and standards differ from those of criminal procedures. When CUNY investigates allegations of sexual misconduct or brings disciplinary proceedings for violations of this policy, the issue is whether the respondent violated CUNY policy. The standard applied in making this determination is whether the preponderance of the evidence substantiates the complaint, or, stated another way, whether it is more likely than not that the alleged conduct occurred. An individual found to have violated this policy may be sanctioned by the college and CUNY. In the criminal justice system, on the other hand, the issue is whether the accused violated state criminal law. The standard applied is proof beyond a reasonable doubt and an individual found guilty of a crime is subject to criminal penalties, such as incarceration, probation and fines.

3. Obtaining Immediate Medical Attention and Emotional Support

CUNY encourages anyone who has experienced sexual assault or domestic, dating or intimate partner violence to seek medical attention as soon as possible. Medical resources can provide 11 treatment for injuries, preventative treatment for sexually transmitted diseases, emergency contraception, and other health services. They can also assist in preserving evidence or documenting any injuries. Taking these steps promptly after an incident can be very helpful if an individual later decides to seek criminal proceedings or a protective order.

Individuals who have experienced or witnessed sexual violence are also encouraged to seek emotional support, either on or off-campus.

4. On-campus resources

On campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

CUNY also maintains a list of off-campus emergency contacts and resources, including rape crisis centers, available throughout New York City on its dedicated web page. This includes a list of local hospitals designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.

VII. Important Information about Confidentiality, Privacy and Required Referrals

CUNY values the privacy of its students, employees, and visitors. They should be able to seek the assistance they need without fear that the information they provide will be shared more broadly. Some individuals who serve as resources on campus are confidential resources and will not share any identifying information with others, except as required by law in emergency circumstances. Other individuals are not permitted to maintain confidentiality but will protect privacy to the greatest extent possible and share information with other staff only on a need-to-know basis.

Confidential resources. Individuals considered confidential resources include counselors and health care providers at the college counseling centers and health offices, pastoral counselors, and designated staff members at women’s or men’s centers, if they exist on campus. Students may use these resources even if they decide not to make a report or participate in University disciplinary proceedings or the criminal justice process.

Private but non-confidential resources. Many college employees are required by federal and state law to provide information about possible sexual misconduct to the Title IX Coordinator. Individuals designated as non-confidential but private resources will protect privacy to the greatest extent possible, but must share
relevant information about sexual misconduct with the Title IX Coordinator. More information about confidential and private but non-confidential resources is provided in Section IX, below.

Under the Clery Act, the College is required to maintain records, advise the government about reports of certain crimes, and issue timely warnings when there is a serious, continuing threat to the community. Such reports and warnings do not disclose the names of reporting individuals.

VIll. Reporting Sexual Misconduct to the College
In order for the University to address allegations of sexual misconduct, it has to learn about them. Accordingly, CUNY strongly encourages individuals who have experienced sexual misconduct to file a complaint with a designated campus official, as outlined below. The designated officials are trained to accept complaints, to ensure they are investigated in accordance with this policy, and to help complainants get necessary assistance.

Students, faculty, staff and visitors are encouraged to report incidents of sexual misconduct to campus officials, even if they have reported the incident to outside law enforcement authorities, and regardless of whether the incident took place on or off-campus (including “study abroad” programs.) Such reporting will enable complainants to get the support they need and provide the college with the information it needs to take appropriate action.

1. Complainant’s Rights

Individuals who have experienced sexual misconduct have the right to file a complaint with the college or to decide not to do so. (The decision on whether to bring disciplinary charges, however, rests with the campus.) Students who report sexual misconduct have all of the rights contained in the Students Bill of Rights (copy attached).

Complainants also have these rights:

• To notify campus public safety, local law enforcement, and/or the state police; or to choose not to report.
• To have emergency access to a college official trained to interview victims of sexual assault and able to provide certain information, including reporting options and information about confidentiality and privacy. The official will, where appropriate, advise the reporting individual about the importance of preserving evidence and obtaining a sexual assault forensic examination (“SAFE”) as soon as possible. The official will also explain that the criminal process uses different standards of proof, evidence, and that any questions about whether an incident violated criminal law should be addressed to a law enforcement official or a district attorney’s office.
• To disclose the incident to a college representative who can offer confidentiality or privacy and assist in obtaining services for reporting individuals. See Section IX, below.
• To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practicable.
• To have complaints investigated in accordance with CUNY policy.
• To have privacy preserved to the extent possible.
• To receive assistance and resources on campus, including confidential and free on-campus counseling, and to be notified of other services available on- and off-campus, including the New York State Office of Victim Services.
• To disclose the incident to the college’s Human Resources Director or designee (if the accused is a college employee) or request that a confidential or private resource assist in doing so.
• To disclose the incident confidentially and obtain services from state and local governments.
• To receive assistance from the campus or others in filing a criminal complaint, initiating legal proceedings in family court or civil court, and /or seeking an Order of Protection or the equivalent. In New York City, this assistance is provided by Family Justice Centers located in each borough, www1.nyc.gov/site/ocdv/programs/family-justice-centers.page.
• To receive assistance with effecting an arrest when an individual violates an Order of Protection, which may be provided by assisting local law enforcement in effecting such an arrest.
• To withdraw a complaint or involvement from the process at any time.

Students can speak with confidential resources on a strictly confidential basis before determining whether to make a report to college authorities. See Section IX, below. Students also have the right to consult confidentially with state, local and private resources who can provide other assistance.

2. Where to File a Complaint on Campus

Students, employees and visitors who experience sexual misconduct should bring their complaints to one of these campus officials/offices:

• Title IX Coordinator
• Office of Public Safety
• Office of Vice President for Student Affairs or Dean of Students (students only)
• Residence Life staff in CUNY owned or operated housing (students and residence visitors only)
• Human Resources Director (employees only)

Contact information for these officials can be found at http://www1.cuny.edu/sites/titleix/campus-websites

There is no prescribed method for filing a complaint of sexual misconduct and the college will respond to complaints whether they are oral or written. Complainants may, but are not required to, fill out the CUNY Sexual Misconduct Complaint form (see page 38). After the form is filled out, it should be brought to one of the offices listed above.

Once any of the officials or offices above is notified of an incident of sexual misconduct, she/he will provide a copy of this Policy to the Complainant and coordinate with appropriate college offices to address the matter in accordance with this policy, including taking appropriate interim and supportive measures. These officials and offices will maintain a complainant’s privacy to the greatest extent possible, and all information in connection with the complaint, including the identities of the complainant and the respondent, will be shared only with those who have a legitimate need for the information.

Visitors: CUNY strongly encourages visitors to report all incidents of sexual misconduct that they observe or experience while on a CUNY campus or at a CUNY sponsored event to the Office of Public Safety, Residence Life staff, or other appropriate college officials listed above. In certain instances, CUNY may
be able to offer those visitors who have experienced sexual misconduct with resources and assistance. For more information on such assistance, please visit 

3. Request that the College Maintain a Complainant’s Confidentiality or Not Conduct an Investigation

After a report of an alleged incident of sexual misconduct is made to the Title IX Coordinator, a complainant may request (a) that the matter be investigated only to the extent possible without further revealing her/his identity or any details regarding the incident being divulged further (b) that no investigation into a particular incident be conducted, or (c) that an incident not be reported to outside law enforcement.

In all such cases, the Title IX Coordinator will weigh the complainant’s request against the college’s obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. Factors used to determine whether to honor such a request include, but are not limited to: (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation of unlawful conduct by the accused from previously noted behavior; (c) any increased risk that the accused will commit additional acts of violence, (d) whether the accused used a weapon or force; (e) whether the complainant is a minor; (f) whether the college possesses other means to obtain evidence such as security footage; and (g) whether available information reveals pattern of misconduct at a given location or by particular group.

A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but that reasonable efforts will be made to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing assistance and support, including, where appropriate, the interim and supportive measures set forth in Section VII of this policy.

If the Title IX Coordinator determines that the college may maintain confidentiality as requested by the complainant, the college will, if possible, take reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college’s ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request for confidentiality.

4. Filing External Complaints

Complainants who feel that they have been subjected to unlawful sexual harassment and/or violence have the right to avail themselves of any and all of their rights under law, including but not limited to filing complaints with one or more of the outside agencies listed below.

- U.S. Department of Education, Office for Civil Rights http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html
- New York State Division of Human Rights IS http://www.dhr.ny.gov/how-file-complaint
- New York City Commission on Human Rights http://www1.nyc.gov/site/cchr/about/resources.page

5. Action by Bystanders and Other Community Members

While only employees designated as “responsible” employees are required reporters as set forth in Section IX below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual misconduct that they may witness. Although these actions will depend on the circumstances, they may include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

In addition, CUNY encourages all community members to report any incident of sexual misconduct that they observe or become aware of to the Title IX Coordinator, or the offices of Public Safety, Vice President of Students Affairs (students), Dean of Students (students) or Human Resources (employees) at their college. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.

6. Amnesty for Drug and Alcohol Use

The health and safety of every student at CUNY is of the utmost importance. CUNY recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at a time that violence (including but not limited to sexual violence) occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. CUNY strongly encourages students to report sexual violence to college officials. A bystander or complainant acting in good faith who discloses any incident of sexual violence to college officials or law enforcement will not be subject to discipline under CUNY’s Policy Against Drugs and Alcohol for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the sexual violence.

This policy does not provide amnesty for drug dealers or those who use drugs or alcohol as a weapon or to facilitate assault. Under CUNY’s Amnesty for Drug and Alcohol Policy, personal drug use and possession, whether it is intentional or accidental, will not form the basis of faculty student disciplinary charges.

7. Reporting Suspected Child Abuse

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. Information regarding mandated child abuse reporting is available on the Office of the General Counsel web page. If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or 16 Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.
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8. Reporting Retaliation An individual may file a complaint with the Title IX Coordinator if the individual has been retaliated against for reporting sexual misconduct, opposing in a reasonable manner an act or policy believed to constitute sexual misconduct, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual misconduct complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section XI of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

IX. Reporting/Confidentiality Obligations of College and University Employees

An individual who speaks to a college or CUNY employee about sexual misconduct should be aware that employees fall into three categories:

- "confidential" employees, who have an obligation to maintain a complainant’s confidentiality regarding the incident(s);
- "responsible" employees, who are required to report the incident(s) to the Title IX Coordinator;
- all other employees, who are strongly encouraged but not required to report the incident(s).

A. Confidential Employees

1. For Students. Students at CUNY who wish to speak to someone who will keep all of the communications confidential should speak to one of the following:

- Counselor or other staff member at their college counseling center;
- Nurse, nurse practitioner or other college health office staff member;
- Pastoral counselor, if available at the college; or
- Designated staff member in a women’s or men’s center, if one exists at their college.

These individuals will not report information about an incident to the college’s Title IX Coordinator or other college employees without the student’s permission. The only exception is in the case where there is an imminent threat of serious harm to the complainant or any other person.

If a student speaks solely to a “confidential” employee, the college will rarely be able to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Confidential employees will assist students in obtaining other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or with local law enforcement.

2. For Employees. Although CUNY does not directly employ individuals to whom CUNY employees can speak on a confidential basis regarding sexual misconduct, free confidential support services are available through CUNY’s Work/Life Program, which is administered by an outside company. Confidential community counseling resources are also available throughout New York City.

B. “Responsible” Employees – Private, but not confidential.

"Responsible" employees have a duty to report incidents of sexual misconduct, including all relevant details, to the Title IX Coordinator. Such employees are not permitted to maintain a complainant’s confidentiality, except that the Title IX Coordinator may honor a request for confidentiality under the circumstances described in Section VII above. However, these employees will maintain a complainant’s privacy to the greatest extent possible, and information reported to them will be shared only with the Title IX Coordinator and other people responsible for handling the college’s response to the report.

To the extent possible, before a complainant reveals any information to a responsible employee, the employee shall advise the complainant of the employee’s reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources identified above.

CUNY has designated the following individuals as “responsible” employees. Complainants who wish to report sexual violence are encouraged to speak with one of the responsible employees marked *

i. Title IX Coordinator and her/his staff

ii. * Office of Public Safety employees (all)

iii. * Vice President for Student Affairs or Dean of Students and all staff housed in those offices

iv. * Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all) (for students and housing visitors)

v. * Human Resources staff (all) (for employees)

vi. College President, Vice Presidents and Deans vii. Athletics Staff (all)

viii. Faculty Athletics Representatives

ix. Department Chairpersons/Executive Officers

x. University Office of the General Counsel employees (all)

xi. College/unit attorney and her/his staff

xii. College/unit labor designee and her/his staff

xiii. International Education Liaisons/Study Abroad Campus Directors and Field Directors

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xiv. Faculty and staff members at times when they are leading or supervising student on off-campus trips

xv. Faculty or staff advisors to student groups

xvi. Employees who are Managers or Supervisors (all)

xvii. SEEK/College Discovery staff (all)

xviii. College Childcare Center staff (all)

xix. Directors of “Educational Opportunity Centers” affiliated with CUNY colleges

xx. Faculty or staff academic advisors

C. All Other Employees

Employees other than those identified in subsections “A” and “B” above are strongly encouraged but not required to report any possible sexual misconduct to the Title IX Coordinator. They are also strongly encouraged to maintain individual privacy to the greatest extent possible by sharing information, including the identities of the complainant and the respondent, only with the Title IX coordinator.

It is important to emphasize that faculty members other than those specifically identified in subsection “B” above have not been designated as “responsible” employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are strongly encouraged to do so. An individual who wishes to ensure that the Title IX Coordinator is notified of an incident is strongly encouraged to speak with the Title IX Coordinator or one of the other individuals identified in Section IX, above.

D. Special Rules Concerning Public Awareness and Advocacy Events

CUNY supports public awareness events that help provide its community with information about sexual misconduct and how it can be addressed and prevented. In order to preserve the ability to participate freely in public awareness and advocacy events, if an individual discloses information about sexual misconduct at such an event (for example, Take Back the Night gatherings, candlelight vigils, or protests) the college will not treat the disclosure as triggering an obligation to commence an investigation based on that information. Such individuals are encouraged to report sexual misconduct to college officials so that the college can provide resources and assistance.

X. No Contact Orders and Other Interim and Supportive Measures

When a college becomes aware of an allegation of sexual misconduct and the complainant or other affected parties request interim or supportive measures, the college will take appropriate interim and supportive measures to protect the complainant and other affected parties, to assist the parties, and to protect against retaliation. Appropriate interim and supportive measures may also be available to respondents. The college may also take interim measures to protect the college community at large.

The college’s Title IX Coordinator is responsible for coordinating interim and supportive measures, which are available even if the complainant chooses not to file or continue to pursue a complaint. Requests for interim and supportive measures should be made to the Title IX Coordinator.

The Title IX Coordinator will work with the Chief Student Affairs Officer to identify a trained staff member to assist students to obtain interim and supporting measures. The Title IX Coordinator will work with the Human Resources Director to assist employee complainants to obtain interim and supporting measures.

1. No Contact Orders

When respondent is a student, the complainant has the right to a college-issued “no contact order” under which continued intentional contact with the complainant would violate this policy. No contact orders may be issued for both the complainant and the respondent, as well as other individuals as appropriate.

2. Types of Interim and Supportive Measures

Possible interim and supportive measures include:

i. Making appropriate changes to academic programs, including changes in class schedule, accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting complainant or respondent to attend a class via skype or other alternative means, providing an academic tutor, or extending deadlines for assignments;

ii. Making appropriate changes to residential housing situations or providing assistance in finding alternate housing;

iii. Changing an employee’s work assignment or schedule;

iv. Providing the complainant with an escort to and from class or campus work location;

v. Arranging appropriate transportation services to ensure safety;

vi. Offering counseling services through the college Counseling Center or other appropriate office, or referral to an off-campus agency;

vii. Assisting the complainant in obtaining medical and other services, including access to rape crisis centers;

viii. Assisting the complainant with filing a criminal complaint and/or seeking an order of protection;

ix. Enforcing an order of protection;

x. Obtaining a copy and/or explaining the terms of an order of protection and the consequences of violating it;
xi. Addressing situations in which it appears that a complainant’s academic progress is affected by the alleged incident;

xii. In exceptional circumstances, where a respondent is determined to present a continuing threat to the health and safety of the community, the college may seek an emergency interim suspension of a student or take similar emergency measures against an employee, consistent with applicable CUNY Bylaws, rules, policies and collective bargaining agreements. The Office of Public Safety will, in cooperation with the Title IX Coordinator 20 and appropriate other campus officials, determine whether a respondent presents a continuing threat to the health and safety of the campus, including (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation in unlawful conduct by the accused; and (c) any increased risk that the accused will commit additional acts of violence.

3. Interim Emergency Student Suspensions

The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing for not more than twelve (12) calendar days, unless the student requests an adjournment. See Section B above.

Prior to the commencement of a temporary suspension of a student, the college shall give the student respondent oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges. If the respondent denies them, the college shall forthwith give the respondent an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter.

Both complainant and the respondent will be notified of the suspension and if or when it is lifted at the same time and in the same manner.

4. Process for Review of Interim Measures, including "No Contact" Orders and Interim Suspensions

Upon request, the complainant and the respondent shall each be afforded a prompt review of the need for and terms of restrictive interim measures, including "no contact" orders and interim suspensions. Issues that may be raised include possible modification or discontinuance of a "no contact" order. Complainants and respondents shall be allowed to submit evidence to support their request. The request shall be made to the college’s Chief Student Affairs Officer, if either the complainant or the respondent is a student, or to the college’s Human Resources Director, if neither the complainant nor the respondent are students. If a request is made in a case involving both a student and an employee, the Chief Student Affairs Officer shall consult with the Human Resources Director. The Chief Student Affairs Officer or Human Resources Director may consult with the Title IX Coordinator and other relevant officials regarding the request. If appropriate and possible, the college may establish an appropriate schedule for the complainant and the respondent to access college facilities when they are not being used by the other party to enable both parties to use college facilities to the maximum extent feasible, without violation of the "no contact" order.

Requests for accommodations that were made under CUNY’s Procedures for Implementing Reasonable Accommodations and Academic Adjustments and do not directly affect the other party are governed by the appeals provisions set forth in those Procedures. Link.

XI. Investigating Complaints of Sexual Misconduct

The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual misconduct may have been committed against a student, employee or visitor, unless the information provided is insufficient to permit an investigation or the complainant has requested that the college refrain from such an investigation and the college has determined that refraining from an investigation will not result in a continuing threat to the college community. See Section VIII, above.

1. Rights of the Complainant and Respondent

Whenever an investigation takes place, the complainant and respondent shall have these rights:

• to an investigation and process that is fair, impartial, timely and thorough and provides a meaningful opportunity to be heard;

• to have the complaint investigated and/or adjudicated by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, and the rights of the respondent, including the right to a presumption that the respondent is “not responsible” until any finding of responsibility;

• to have the college’s judicial or conduct process run concurrently with any criminal justice investigation and proceeding, except for temporary delays requested by external municipal entities while law enforcement gathers evidence;

• to receive reasonable advance written or electronic notice of any meeting they are required to or eligible to attend, of the specific rule or law alleged to have been violated and in what manner;

• to exclude their own prior sexual history with persons other than the other party in the conduct process or their own mental health diagnosis and/or treatment from admittance in the stage that determines responsibility. (Past findings of sexual misconduct may be admissible in the stage that determines sanction.)

• to offer evidence during the investigation;

• to review documents and tangible evidence, consistent with FERPA and other law;

• to be accompanied by an attorney or other advisor of their choice, who may assist and advise the complainant or respondent throughout the process including during all related meetings and hearings. Such attorneys or advisors must comply with the CUNY policies and procedures; and

• to simultaneous notice of the outcome of proceedings.
2. The Investigation

The college Title IX Coordinator is responsible for conducting any investigation in a prompt, thorough, and impartial manner and may designate another appropriately trained administrator to conduct all or part of the investigation. Whenever an investigation is conducted, the Title IX Coordinator shall

• coordinate investigative efforts with other appropriate offices;

• inform the complainant that an investigation is being commenced and that the respondent will receive a written summary of the allegations;

• inform the respondent that an investigation is being commenced and provide the respondent with a written summary of the allegations of the complaint. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview of that employee conducted as part of such investigation;

• interview witnesses who might reasonably be expected to provide information relevant to the allegations, and review relevant documents and evidence. Both the complainant and respondent shall be informed that they have the right to provide relevant documents and to propose for interview witnesses whom they reasonably believe can provide relevant information.

Neither the complainant nor the respondent is restricted from discussing and sharing information related to the complaint with others who may support or assist them. This does not, however, permit unreasonable sharing of private information in a manner intended to harm or embarrass another, or in a manner that would recklessly do so regardless of intention. Such unreasonable sharing may constitute retaliation under this Policy.

The college Title IX Coordinator shall maintain all documents of the investigation in accordance with the CUNY Records Retention and Disposition Policy.

The college shall make reasonable efforts to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to temporarily delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. Temporary delays will generally not last more than ten days except when law enforcement specifically requests and justifies a longer delay. While some complaints may require more extensive investigation, when possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

i. Role of the Advisor

In cases involving this Policy, both the complainant and respondent may be accompanied by an advisor of their choice (including an attorney) who may advise throughout the entire process, including all meetings and hearings. While advisors may represent a party and fully participate at a hearing, they may not speak during the meetings that proceed the hearing nor give testimony as a witness at the hearing.

3. Conflicts

If a complainant or respondent believes that any individual involved in the investigatory or adjudication process has a conflict of interest, he or she may make a request to the Chief Student Affairs Officer (or, if no students are involved, to the Legal or Labor Designee) to have that conflicted individual removed from the process. The request for removal must be in writing within five days of the complaint or respondent’s notification that the individual is to be involved and include a detailed description of the conflict. If the Chief Student Affairs Officer (or Legal or Labor Designee) determines that a conflict does exist, he or she will take immediate steps to address the conflict in order to ensure an impartial and fair process.

If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person’s duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.

4. Informal Resolution

Except in instances involving sexual assault, the Title IX Coordinator, in their discretion, may offer the respondent and the complainant the opportunity to participate in the informal resolution process. Informal resolution may take place after the Title IX Coordinator has completed the investigation, but before the Title IX report has been completed, in an effort to resolve the matter by mutual agreement. The informal resolution process shall be conducted by the Title IX Coordinator, or by a qualified staff or faculty member designated by Title IX Coordinator, in coordination with the Chief Student Affairs Officer.

Both the complainant and the respondent have the right to end the informal resolution process at any time. Any informal resolution must be acceptable to the complainant, the respondent, and the Title IX Coordinator. Even if both the respondent and complainant agree to a resolution, the Title IX Coordinator must also agree with the resolution for it to be final.

If a resolution is reached, the complainant and the respondent shall be notified in writing, and the Title IX Coordinator will confer with the Chief Student Affairs Officer when creating a written memorandum memorializing the agreed upon resolution and consequences for non-compliance. This memorandum will be included in the respondent’s student record.

If no agreement is reached within a reasonable time, the Title IX Coordinator shall complete the Title IX report and take action in accordance with subsection E below. Information learned during and directly from the informal resolution process will not be documented in the Title IX report.

5. Action Following the Investigation or Closure of a Complaint

i. Within 30 days following the completion of an investigation, the Title IX Coordinator shall report her/his findings to the College President in writing (“Report of Findings”). In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.

ii. In making findings regarding the allegations, the Title IX Coordinator shall use the “preponderance of the evidence” standard.
iii. Following receipt of the Report of Findings, the College President shall, when warranted by the facts, authorize such action as she/he deems necessary to address the issues raised in the Report of Findings, including action to correct the effects of the conduct investigated or prevent further harm to an affected party or others similarly situated. This may include a recommendation that disciplinary action be commenced against a respondent, as set forth in Section XII below.

iv. Within 30 calendar days following the termination of an investigation that has not been completed (for example, because it was resolved by mediation or the complainant withdrew cooperation) the Title IX Coordinator will summarize for the file the actions taken in response to the complaint and the basis on which the investigation was closed.

6. Malicious Allegations

Members of the CUNY community who make false and malicious complaints of violations of this policy of as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

XII. Disciplinary Process and Procedures

A. Disciplinary Action

If the College President recommends that disciplinary action be commenced against a respondent student or employee for violations of this Policy, the following procedures shall apply:

Discipline Against Students:

1. In cases where a College President recommends discipline against a student for violations of this Policy, the matter shall be referred to the college’s Office of Student Affairs and action shall be taken in accordance with Section 11.A-C of this Policy, below. This Section provides for, among other things, a University-Wide Faculty-Student Disciplinary Committee consisting of faculty members, students and in some cases staff members to hear and decide charges of violation of this Policy.

2. As described in Sections XI above, complainants have the same rights as respondents:
   • to receive notice of the charges, including the date, time, location and factual allegations, concerning alleged violation of this Policy;
   • to receive notice of the specific provisions alleged to have been violated and possible sanctions;
   • to present evidence and testimony at any hearing, where appropriate;
   • to be represented by an attorney or advisor of their choice;
   • to receive access to a full and fair record of any hearing;
   • to receive written notice of the decision of the faculty-student disciplinary committee, specifically whether the allegations were substantiated and what, if any, penalty was imposed;
   • to make an impact statement at the point when the decision maker is deliberating on appropriate sanctions;
   • To written notice of findings of fact, decisions and sanctions if any, as well as the rationale for the decision and any sanction;
   • to choose whether to or discuss the outcome of a conduct or judicial process;
   • to appeal to a decision maker that is fair and impartial and does not include individuals with conflicts of interest;
   • to have all information obtained during the conduct process protected from public release until a decision maker on appeal makes a final determination, unless otherwise required by law.

3. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University. Students accused of crimes of violence are also subject to the university’s policy on transcript notations which is discussed in this Section below.

Discipline Against Employees

In cases where the college President recommends discipline against an employee, the matter shall be referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include, depending on the employee’s title, reprimand, suspension, demotion, fine, or termination of employment following applicable disciplinary procedures. For many respondent employees, these procedures may include a hearing before a non-CUNY fact-finder, as required by the particular collective bargaining agreement.

For additional information on the disciplinary process in specific cases, complainants should consult their campus Title IX Coordinator, who will work with campus Human Resources Director to provide information. Respondents should consult their union representative, if any, or campus Human Resources Director.

Action Against Visitors

In cases where the person accused of sexual misconduct is not a CUNY student or employee, the college’s ability to take action against the accused is usually extremely limited. However, the college shall take all appropriate actions within its control, such as restricting the visitor’s access to campus. In addition, subject to Section VI, above, the matter may be referred to local law enforcement for legal action, including seeking Orders of Protection and/or reporting to local law enforcement, where appropriate. College Public Safety will assist both students and employees in enforcing Orders of Protection on the campus.

No Disciplinary Action
Hunter College

In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and respondent of that decision at the same time, in writing, and shall offer any appropriate support services, including counseling to both.

B. Student Disciplinary Procedures

Referral of Violation for Disciplinary Action

If the President decides that discipline is warranted, the President will refer the matter to the Chief Student Affairs Officer for further action. The chief student affairs officer may rely on the investigation and determination of the Title IX Coordinator and prefer disciplinary charges.

In instances where a respondent is alleged to have violated this Policy as well as other CUNY policies, rules or bylaws, the entire matter will be heard before the University-Wide Faculty Student Disciplinary Committee and will follow the rules and procedures outlined in Section XI of this Policy.

Respondent Withdrawal Before Completion of the Process

In the event that a respondent withdraws from the college before a decision is rendered on the charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made, or the charges are otherwise resolved.

Immediately following such withdrawal, the college shall place a notation on the respondent’s transcript that the respondent “withdrew with conduct charges pending.” If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation.

issuance of Charges & Notice of Hearing

Notice of the charge(s) and of the time and place of the hearing shall be sent to the respondent by both first-class mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent that charges relate to the complainant. The Chief Student Affairs Officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant.

The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment, for a reasonable amount of time under the circumstances, without specifying a reason. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the Faculty Student Disciplinary Committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed without the respondent present, and any decision and sanction shall be binding.

Content of Notice of Charges and Hearing

The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the respondent including the policy, rule and/or bylaw the respondent is charged with violating, and the possible penalties for such violation.

2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:

   i. to present their side of the story;
   ii. to present witnesses and evidence on their behalf;
   iii. to cross-examine witnesses presenting evidence, the exception being that the complainant and respondent may not cross-examine each other as discussed below;
   iv. for the respondent to remain silent without assumption of guilt; and
   v. to be represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or advisor.
   vi. A warning that anything the respondent says may be used against the respondent at a non-college hearing.

Review of Evidence before Hearing:

At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by the Family Educational Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant, adjournment of the hearing as necessary in the interest of fairness, to permit the requesting party time to review the newly produced evidence.

Admission & Acceptance of Penalty

After the charges have been preferred by the chief student affairs officer, but prior to the commencement of a disciplinary hearing, the respondent may admit to the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. If required by this Policy, the agreed-upon penalty shall be placed on the respondent’s transcript consistent with CUNY’s policy on Transcript Notations (see below). Before resolving a complaint in this manner, the chief student affairs officer or designee shall first consult with the complainant and provide the complainant with an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant’s objection, the chief student affairs officer or designee shall provide the complainant with a statement of the reasons supporting such resolution, and the complainant may appeal the resolution to the college President.
3. Faculty Student Disciplinary Committee Structure

Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, the CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges.

The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.

The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. Members of the panel shall be trained on an annual basis in compliance with the law and this Policy. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO’s. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected.

In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.

Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.

Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Roles and Responsibilities of Individuals during the Hearing

a. Role and Responsibilities of Panel Chairperson:

The chairperson shall preside at the hearing. The parties to the hearing are the college, the respondent, and if the complainant chooses to participate, the complainant. At the commencement of the hearing, the chairperson shall inform the respondent of the charges, the hearing procedures, and her or his rights. After informing the respondent of the charges, the hearing procedures, and respondent’s rights, the chairperson shall ask the respondent to state whether he or she is responsible or not responsible for the conduct. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson shall rule on any motions regarding the admissibility of evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. The chairperson shall exclude from the hearing rooms all persons who are to appear as witnesses, except the respondent and the complainant.

The chairperson shall preside at all hearing sessions and meetings and make all rulings for the panel. The chairperson has discretion to limit the number of witnesses and the length of testimony for the presentations by any party and/or their representative. All hearings pursuant to this Policy shall be closed hearings. The chairperson shall not be a voting member of the panel but shall vote in the event of a tie. In the event that the chairperson cannot continue, the Vice Chancellor for Student Affairs, or his or her designee, shall appoint another chairperson from the University-wide committee. In the event that a seat on the panel becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student committee members by lot.

b. Presenters:

Each academic year, the chief student affairs officer at each College or designee shall identify one or more college employees to serve as presenters for the hearings. This list will be forwarded to the Offices of the Vice Chancellor for Student Affairs and General Counsel and Vice Chancellor for Legal Affairs prior to the first day of the academic year. The employee who serves as presenter during the hearing shall be from the same institution as the respondent.

c. Recording of Proceeding

The college shall make a recording of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. No other recording of the proceedings shall be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent’s advisor. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their advisors.

Basic Hearing Rules

If, at the commencement of the hearing, the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the hearing panel and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its evidence. At the conclusion of the college’s presentation, the respondent may move to dismiss the charges. If the motion is denied by the committee, the complainant, if the complainant chooses to participate, shall be given an opportunity to
make a presentation. After the college’s, and, if complainant chose to participate, complainant’s presentation, the Respondent shall be given an opportunity to make a presentation.

The college bears the burden of proving the charge(s) by a preponderance of the evidence. The role of the hearing panel is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and make a decision as to responsibility. In the event the respondent is found responsible for the conduct, the committee shall then determine the penalty to be imposed.

The college, the respondent and the complainant are permitted to have advisors act on their behalf during the pendency of a hearing, which shall include the calling and examining of witnesses, and presenting evidence. Any party intending to appear with an attorney shall give the other party five (5) calendar days’ notice of such representation.

Neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they choose to, the respondent and the complainant shall cross-examine each other only through an advisor. If either or both of them do not have an advisor, the college shall assist them to find an advisor to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness, in the chairperson’s discretion.

Responsibility Phase

The following rules apply to the introduction of evidence at the hearing. Evidence of the mental health diagnosis and/or treatment of a complainant, respondent, or witness may not be introduced; and b) Evidence of either party’s prior sexual history may not be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty.

Penalty Phase

If the panel has found the Respondent responsible for the conduct, then the complainant, respondent, and college, will have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be. The complainant, respondent and college will also have the opportunity to introduce evidence of and comment on the respondent’s character, including any past findings of a respondent’s responsibility for domestic violence, stalking, or sexual assault or any other sexual misconduct, and submit a statement regarding the impact of the conduct.

The College may also introduce a copy of the respondent’s previous disciplinary records, if any, from any CUNY institution the respondent has attended, provided the respondent was shown a copy of the records prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the panel in a sealed envelope, bearing the respondent’s signature across the seal, and shall only be opened if the respondent has been found responsible for the conduct charged. The hearing panel, to determine an appropriate penalty, shall use the disciplinary records, as well as any documents or character evidence introduced by the respondent, the complainant, or the college.

If either the complainant or the respondent chose not to participate in the hearing, they still have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be and to provide or make an impact statement.

ii. Decision

The panel shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing, including the penalty phase. The college shall send to the respondent a copy of the panel’s decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the college has fourteen (14) calendar days of the conclusion of the hearing to send the panel’s decision. The college is also encouraged to send the decision to any other e-mail address that it may have for the respondent. The decision shall be final subject to any appeal.

In cases involving a crime of violence or a non-forcible sex offense, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee’s decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.

When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

iii. Appeals/Review

A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee.

If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board of trustees the decision of the president on the grounds of error, newly discovered evidence, or the disproportionate nature of the penalty.

An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the non-appealing party shall be sent a written notice of the other party’s appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party’s appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at
Hunter College

which it hears the appeal.

iv. Transcript Notation(s)

In cases in which the panel finds the respondent responsible and the penalty is either suspension or expulsion, the college shall place a notation on the respondent’s transcript stating that respondent was suspended or expelled after a finding of responsibility for a code of conduct violation. In cases where a student has been expelled as a result of a Clery Act crime of violence, the notation will not be removed.

For all other cases, after four years from the date of the conclusion of the disciplinary proceeding, or one year after the conclusion of any suspension, whichever is later, the Respondent has the right to request that a transcript notation from a finding of responsibility be removed. If a finding of responsibility for any violation is vacated for any reason, the notation shall be removed.

XIII. College Obligations Under this Policy

In addition to addressing possible violations of this policy, colleges/units of CUNY have the following obligations:

1. Dissemination of Policies, Procedures and Notices

The college Title IX Coordinator, in coordination with the Office of Student Affairs, Office of Public Safety, Human Resources Department and other appropriate offices, is responsible for the wide dissemination of the following on her/his campus: (i) this Policy; (ii) CUNY’s Notice of NonDiscrimination; (iii) the Title IX Coordinator’s name, phone number, office location, and email address; and (iv) contact information for the campus Public Safety Office. Such dissemination shall include posting the documents and information on the college website, and including it in residence life materials and training and educational materials. In addition, the Students’ Bill of Rights, which is appended to and made a part of this policy, must be distributed to any individual reporting an incident of sexual misconduct at the time the report is made. It must also be distributed annually to all students, made available on the college’s website and posted in college campus centers and in CUNY owned and operated housing.

2. Training and Educational Programming

CUNY is responsible for providing training to college Title IX Coordinators and others who may serve as investigators. The college Title IX Coordinator, in coordination with other applicable offices, including Public Safety, Human Resources and Student Affairs, is responsible for ensuring that the college provides training to college employees on their obligations under this policy; provides education on this policy and on sexual misconduct (including domestic violence, dating violence, stalking and sexual assault) to new and continuing students; and promotes awareness and prevention of sexual misconduct among all students and employees. Specific required trainings include the following:

i. Training For Responsible and Confidential Employees

The college shall provide training to all employees who are required to report incidents of sexual misconduct under this policy, as well as those employees who have been designated as confidential employees.

ii. Training For Title IX Coordinator and other investigators

CUNY shall provide at least annual training to Title IX Coordinators and other investigators in conducting investigations of sexual misconduct, including

• the effects of trauma;
• impartiality;
• the rights of the respondent, include the right to a presumption that the respondent is “not responsible” until any finding of responsibility is made;
• relevant CUNY policies and procedures; and
• other issues including what constitutes crimes of sexual misconduct.

iii. Student Onboarding and Ongoing Education

Each college shall adopt a comprehensive student onboarding and ongoing education campaign to educate students about sexual misconduct, including domestic violence, dating violence, stalking, and sexual assault. During the student onboarding process, all new first-year and transfer students shall receive training on this policy and on a variety of topics relating to sexual misconduct. In addition, each college shall offer and administer appropriate educational programming to residence hall students, athletes, and student leaders. Each college shall also provide such educational programming to any other student groups which the college determines could benefit from education in the area of sexual misconduct. The college shall also share information on domestic violence, dating violence, stalking and sexual assault prevention with parents of enrolling students. This may be done by linking to http://www1.cuny.edu/sites/title-ix/information-for-parents-andfamilies/campus/university/

c. Campus Climate Assessments

Each college of the University shall conduct, no less than every other year, a climate assessment using an assessment instrument provided by the University central office, to ascertain its students’ general awareness and knowledge of the University’s policy and procedures regarding sexual misconduct, including but not limited to student experiences with and knowledge of reporting, investigation and disciplinary processes. The assessment instrument shall include all topics required to be included under applicable law, including Section 129-B of the New York State Education Law. The University shall publish the results of the surveys on its Title IX web page. The published results shall not contain any information which would enable a reader to identify any individual who responded to the climate assessment.

Rules Regarding Intimate Relationships

4. Relationships between Faculty or Employees and Students

Amorous, dating or sexual activity or relationships (“intimate relationships”), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with
respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual misconduct.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this Section, professional responsibility for a student means responsibility over any academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

e. Relationships between Supervisors and Employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this Section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

The City University of New York
Students' Bill of Rights

For CUNY students who experience Sexual Violence, including sexual assault; domestic, dating or intimate partner violence, stalking or voyeurism

All students have the right to

1. Make a report to local law enforcement and/or state police;

2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;

3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;

4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;

5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;

6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;

7. Describe the incident to as few institutional representatives as practicable and not be required to unnecessarily repeat a description of the incident;

8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;

9. Have access to at least one level of appeal of a determination;

10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and

11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

This Student Bill of Rights was established by the "Enough is Enough" Law, New York State Education Law Article 129-B, effective October 7, 2015. For more information about preventing and addressing Sexual Violence at CUNY see http://www1.cuny.edu/sites/title-ix/campus-websites. Information about filing a report, seeking a response, and options for confidential disclosure is available also available CUNY's Title IX web page. Questions about CUNY's Sexual Misconduct policy and procedures may be directed to your campus Title IX Coordinator.

Policy adopted by the Board of Trustees on 12/1/2014 Cal. 4.C., with effective date of 1/1/2015. Amended by the Board of Trustees on 10/1/2015. Cal. 6.B.
CUNY Medical Withdrawal & Re-Entry Policy

The City University of New York (“CUNY”) is committed to the academic success and personal growth of its students. As part of that commitment, the university and its constituent campuses are responsible for providing a safe learning and working environment for students, faculty, staff and other members of the university community. Some students may, because of a medical condition, engage in behavior that presents a direct threat of harm to themselves or to others, or substantially disrupts the learning or working environment of others. In such situations, the safety and security of the campus community, including the individual student, is paramount. This policy does not replace or supersede reasonable and appropriate security and health and safety measures, such as calling 911 or taking other immediate action in case of imminent threat to life or limb. In addition to taking action to protect the security and safety of the campus community, a college may address the student’s conduct to determine if action under this policy or under the student disciplinary process is appropriate. When a student’s conduct that directly threatens or substantially disrupts the learning or working environment of others appears to relate to a medical condition, the campus may, at its option, address the student’s conduct either in accordance with this policy, or through the student disciplinary process. If the student’s conduct constitutes a threat solely to him or herself, it should be addressed under this policy rather than the disciplinary process.

1. Primary Principles

As an alternative to disciplinary action that may be taken under Article XV of CUNY’s Bylaws, a college of CUNY may bring a proceeding to require a student to withdraw from the university or, under some circumstances, the student’s home college and/or from residence in a college residence hall under this withdrawal policy and procedures when the student’s behavior evidences a direct threat of harm to others, or when the student’s behavior substantially disrupts the learning or working environment of others. A direct threat means a significant risk of harm to health or safety. (BTM,2007,06-25,007,C)

A student who threatens to commit or attempts to commit suicide, and who does not otherwise threaten direct harm to others or substantially disrupts the learning or working environment of others, shall not be subject to disciplinary action for that threat or attempt under Article XV of the CUNY’s Bylaws. If a college determines that withdrawal of the student or retention of the student subject to specified conditions is appropriate because the student’s behavior threatens direct harm to him or herself, the procedures outlined below shall apply instead of disciplinary procedures. (BTM,2007,06-25,007,C)

A student who withdraws or is withdrawn from the university, a college or college residence hall pursuant to this policy may apply for re-entry to the University, a college and/or to a college residence hall. The application for re-entry shall be made to the student’s home college’s Chief Student Affairs Officer, who shall determine whether the student still presents a direct threat of harm to him or herself or others or still presents a significant risk to substantially disrupt the learning or working environment of others. If the Chief Student Affairs Officer or designee determines, based on the assessment of a qualified, licensed mental health professional, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student’s application for re-entry. (BTM,2007,06-25,007,C)

2. Process

2.1 Emergency Interim Removal

If a student’s behavior presents an immediate, severe and direct threat to him or herself or others (by evidencing a likelihood of harm to him or herself or others), or is substantially disrupting the learning or working environment of others, the Chief Student Affairs Officer or designee (if such Officer is not immediately available) may direct an emergency interim removal of the student that restricts the student’s access to the College’s campus or residence hall, as appropriate, for an interim period before a final determination of the matter. The Chief Student Affairs Officer or designee shall consult with the University’s Office of the General Counsel prior to making any such direction. (BTM,2007,06-25,007,C). The fact that a student has threatened to commit suicide or attempted suicide, by itself, does not allow the Chief Student Affairs Officer or designee to direct an emergency interim removal. In all cases involving such students, the Chief Student Affairs Officer or designee must attempt to have the student individually assessed by a mental health professional as outlined below before deciding whether to direct an emergency interim removal. (BTM,2007,06-25,007,C). Except as permitted above, before determining whether to require an emergency interim removal, the Chief Student Affairs Officer or designee shall take the following steps (BTM,2007,06-25,007,C).

Exercise all reasonable efforts to meet with the student (BTM,2007,06-25,007,C)

In that meeting, offer the student the opportunity to be evaluated at the college’s expense by a qualified, licensed mental health professional, who may be an employee of a college of the university (CUNY) or of the university or on retainer to a college of the university (CUNY). Whenever possible, that professional shall have had no prior contact with the student. The professional shall assess whether the student’s behavior presents an immediate, severe and direct threat to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, and, if so, whether the student’s behavior may be the result of a medical issue. That professional shall present his or her findings to the Chief Student Affairs Officer or designee, who shall determine based on those findings and other evidence available whether emergency interim removal under these procedures is appropriate (BTM,2007,06-25,007,C).

If the student refuses to meet, and/or refuses to undergo such assessment or to keep a scheduled appointment, the Chief Student Affairs Officer or designee may require emergency interim removal without a meeting and/or mental health assessment if he or she reasonably concludes on the basis of the available evidence that the student’s behavior evidences an immediate, severe and direct threat of harm to the student or others or is substantially disrupting the learning or working environment of others and presents a significant risk to continue that substantial disruption. The Chief Student Affairs Officer or designee shall consult with the University’s Office of the General Counsel before making such a determination. (BTM,2007,06-25,007,C)

The emergency interim removal from the college and/or residence hall shall remain in effect until a final decision has been made pursuant to the procedures below, unless, before a final decision is made, the Chief Student Affairs Officer or designee determines that the reasons for imposing the interim removal no longer exist. (BTM,2007,06-25,007,C)

2.2 Withdrawal after Emergency Interim Removal

If a student has been subjected to an emergency interim removal from the college and/or residence hall, the college shall request retention with conditions or voluntary withdrawal within 7 calendar days of such removal. Should the request for retention with conditions or voluntary withdrawal request be refused, the college shall determine within 7 calendar days of such refusal whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or, disciplinary proceedings under Article XV of the University Bylaws, as applicable above, and shall send notice of either such proceeding in accordance with the notice requirements of the applicable procedure within that seven day period. For students who have been subjected to an emergency interim removal without having undergone the assessment procedures outlined above, the college shall follow the assessment procedures outlined below prior to determining its course of action. (BTM,2007,06-25,007,C)

In cases where the student has been subjected to an emergency interim removal without assessment, the procedure for determining whether withdrawal is appropriate is as follows (BTM,2007,06-25,007,C).

The Chief Student Affairs Officer or designee shall exercise best efforts to meet with the student to discuss the student’s behavior and to hear the student’s explanation of the alleged behavior. If, after hearing the explanation, the Officer or designee still wishes to consider the possibility of the student’s withdrawal, he or she shall offer the student an opportunity to be evaluated, at the college’s expense, by a qualified, licensed mental health professional, who may be an employee
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of a college of the university (CUNY) or the university, or on retainer to a college of the university or the university. Whenever possible, that professional shall have had no prior contact with the student. The professional shall make findings concerning whether the student’s behavior presents a direct threat of harm to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and if so, whether the student’s behavior may be the result of a medical issue. The professional shall report such findings to the Chief Student Affairs Officer, who shall, based on those findings, and after consultation with the University’s Office of the General Counsel, determine the appropriate action, including whether to request that the student withdraw from the university, the college and/or the college residence hall or whether to request that the student agree to specified conditions in lieu of withdrawal. (BTM,2007,06-25,007,C)

If the student refuses to undergo the requested assessment, or fails to keep the scheduled appointment, and the Chief Student Affairs Officer reasonably concludes on the basis of the available evidence that the student’s behavior presents a direct threat of harm to him or herself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, the Chief Student Affairs Officer may request that the student voluntarily withdraw from the university, the college and/or the college residence hall. The Chief Student Affairs Officer shall consult with the University’s Office of the General Counsel before making any such request. (BTM,2007,06-25,007,C)

If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall (BTM,2007,06-25,007,C):

(a) Discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable
(b) Discuss the circumstances with the student’s parents or legal guardians as permissible by law and as appropriate
(c) Consult with the student’s academic adviser or department, as appropriate
(d) Consult with the residence hall director, as appropriate
(e) Refer the student to appropriate resources for treatment
(f) Advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.

If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University’s Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings, or, in the case of students referenced above, whether to initiate disciplinary proceedings under Article XV of the University Bylaws.

2.3 Withdrawal without Emergency Interim Removal, of Students who Present a Direct Threat of Harm to Others or Substantially Disrupt the Learning or Working Environment of Others

In situations where a student’s behavior evidences a direct threat of harm to himself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and the Chief Student Affairs Officer reasonably believes that the student’s behavior may be connected to a medical issue, the Chief Student Affairs Officer or designee may request that the student voluntarily withdraw or agree to retention under conditions. (BTM,2007,06-25,007,C):

If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall (BTM,2007,06-25,007,C):

(a) Discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable
(b) Discuss the circumstances with the student’s parents or legal guardians as permissible by law and as appropriate
(c) Consult with the student’s academic adviser or department, as appropriate
(d) Consult with the residence hall director, as appropriate
(e) Refer the student to appropriate resources for treatment
(f) Advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.

If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University’s Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or disciplinary proceedings under Article XV of the University Bylaws. Before initiating involuntary withdrawal proceedings under this procedure, the Chief Student Affairs Officer shall follow the assessment procedures outlined above. (BTM,2007,06-25,007,C)

2.4 Withdrawal without Emergency Interim Removal of Students who Present a Direct Threat of Harm Solely to Themselves

The college shall follow the assessment and other procedures outlined above in order to determine the appropriate course of action. (BTM,2007,06-25,007,C)

3. Involuntary Withdrawal

The following shall be the procedures for involuntary withdrawal:

Notice of the involuntary withdrawal hearing and the time and place of the hearing shall be personally delivered or sent by the Chief Student Affairs Officer or designee of the student’s home college to the student at the address appearing on the records of the college, by overnight or certified mail, by regular mail, and, for students who have a college e-mail address, to that e-mail address. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing. (BTM,20 07,06-25,007,C)

The notice shall contain (BTM,20 07,06-25,007,C):

(a) A statement of the reasons involuntary withdrawal is sought
(b) The type of withdrawal sought (from the university, the college and/or from the college residence hall); and
(c) A statement that the student has a right to present his or her side of the story, to present witnesses and evidence on his or her behalf, to cross-examine witnesses presenting evidence against the student, to remain silent without assumption of guilt, and to be represented by legal counsel or an adviser at the student’s expense.

The university shall constitute a Health Review Panel, comprised of qualified, licensed mental health professionals employed by a college of the university (CUNY) or by the university, or on retainer to a college of the university or the university. The university’s Vice Chancellor for Student Development shall appoint the members of the Health Review Panel. Members of the Health Review Panel, in committees constituted separately for each hearing (“Health Review Committee”), shall be responsible for adjudicating all involuntary withdrawal hearings held according to these procedures. For each involuntary withdrawal hearing, the Vice Chancellor for Student Development or his designee shall constitute a three-person Health Review Committee from the Health Review Panel to adjudicate at that hearing. No member of the Health Review Committee shall have had prior contact with the student. All decisions of the Health Review Committee shall be made by majority vote. (BTM,2007,06-25,007,C)

The hearing shall be closed, unless the student requests an open hearing. However, the Health Review Committee may overrule a request for an open hearing if it determines that an open hearing would be inappropriate or disruptive in light of the nature of the evidence to be presented. (BTM,2007,06-25,007,C)
After the evidence is presented at the hearing, the Health Review Committee shall determine whether the college has proved, by a preponderance of the evidence, that the student’s behavior presents a direct threat of harm to him or herself or others, or has substantially disrupted the learning or working environment of others and presents a significant risk of threatening further substantial disruption of the learning or working environment of others, and if so, what the appropriate remedy should be. The Health Review Committee may also set reasonable and appropriate conditions on re-entry. The decision of the Health Review Committee shall be made within five business days from the close of the hearing. (BTM,2007,06-25,007,C)

4. Appeals
An appeal from the decision of the Health Review Committee may be made to the President of the student’s home college or the President’s designee within thirty calendar days after the delivery of the decision appealed from. The President or designee shall make his or her determination on the appeal within fifteen business days from receipt of the appeal. The President’s decision may be appealed to the Chancellor of the University or his or her designee within thirty calendar days after the delivery of the President’s decision on appeal. The Chancellor or designee’s decision shall be made within fifteen business days from receipt of the appeal. The Chancellor (or designee’s) decision shall be final. The bases overturning a decision of the Health Review Committee at both levels of review are limited to the following. (BTM,2007,06-25,007,C)

(a) Clearly erroneous factual findings;
(b) Procedural irregularities;
(c) Newly available evidence that would have affected the outcome;
(d) The remedy and/or conditions on re-entry were unreasonable or inappropriate.

5. Re-entry
A student who is withdrawn from the university, a student’s home college and/or a college residence hall under this policy may be considered for re-entry. A student wishing to be considered for re-entry should contact his or her home college’s Chief Student Affairs Officer and provide appropriate documentation of behavioral change and resolution of the initial behavioral problem, including compliance with any conditions that may have been set for re-entry. A student may apply for re-entry to the university, a college and/or a college residence hall no more than one time per term. (BTM,2007,06-25,007,C). In assessing an application for re-entry, the Chief Student Affairs Officer or designee shall (BTM,2007,06-25,007,C):
(a) In cases in which he or she determines that an additional mental health assessment is necessary, refer the student for assessment to a qualified, licensed mental health professional, at the college’s expense;
(b) Receive, investigate, and examine appropriate relevant documentation, including assessments made by college-referred mental health professionals, and, if applicable, licensed treating mental health professionals;
(c) Consult with the Health Review Committee, in cases in which the student’s withdrawal was adjudicated by such a Committee;
(d) Contact the student’s parents or legal guardians as permissible by law, if appropriate;
(e) Provide an opportunity for the student to meet with the Chief Student Affairs Officer or designee to discuss re-entry.

If the Chief Student Affairs Officer or designee determines, based on the evidence presented, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student’s application for re-entry. In such cases, the Chief Student Affairs Officer or designee shall initiate the re-entry process, provide the student with written conditions for continued attendance, and inform any relevant administrators of the student’s re-entry.

If the Chief Student Affairs Officer or designee determines that the application for re-entry should be denied, he or she shall provide the student with a written explanation of the reasons for the denial and specify when the next request for re-entry may be considered. (BTM,2007,06-25,007,C)

A student may appeal the Chief Student Affairs Officer or designee’s denial of re-entry to the college President or designee within thirty calendar days after the delivery of the decision denying re-entry. The President or designee shall make his or her determination on the appeal within thirty calendar days from receipt of the appeal. The President’s decision may be appealed to the Chancellor of the University or his or her designee within thirty calendar days after the delivery of the President’s decision on appeal. The Chancellor or designee’s decision shall be made within thirty calendar days from receipt of the appeal. The Chancellor (or designee’s) decision shall be final. The basis for overturning a decision on appeal at either level shall be limited to a determination that the decision on re-entry was clearly erroneous. (BTM,2007,06-25,007,C)

6. Effect on Academic Status

In the event of a withdrawal pursuant to this policy, a notation of withdrawal shall appear on the student’s transcript for all classes taken during that semester. The Chief Student Affairs Officer at a student’s home college may grant a student request that, in lieu of withdrawal, a notation of incomplete shall appear on his or her transcript for classes taken during that semester if and only if there is a reasonable prospect that the student will eventually complete such classes, subject to faculty approval for each such class. Regardless of the notation that appears on a student’s transcript, the Chief Student Affairs Officer of the student’s home college shall inform the Vice Chancellor for Student Development of the student’s withdrawal in order to effectuate a hold by the University Application Processing Center on the student’s ability to transfer or otherwise seek admission to another college of the university. (BTM,2007,06-25,007,C)

7. Effect on Housing Status

If the student has been living in a college residence hall and will not be permitted to continue to do so, the student’s contract will be canceled and fees refunded on a prorated basis. (BTM,2007,06-25,007,C)

8. Confidentiality

The results of examinations by mental health professionals to whom students are referred for assessment at any stage in the withdrawal or readmission process shall be confidential student records, except that if the results indicate that the student presents an imminent, severe, and direct threat of harm to him or herself or others, those results may be shared with the appropriate individuals in order to attempt to prevent the occurrence of such harm. The results of these examinations shall be admissible in involuntary withdrawal hearings but shall not be admissible in disciplinary hearings, unless the student places his or her health, including mental health, at issue in a disciplinary hearing. (BTM,2007,06-25,007,C)
Hunter College Policy on Drug-Free Schools and Campuses

Public Law 101-226
Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226).

The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

All Hunter College organizations sponsoring events must, in advance of the event, agree to the following conditions:

1. No person shall sell or provide an alcoholic beverage to a person under the age of 21. Where documentation of age is unavailable or not reasonably certain, the law requires denial of an alcoholic beverage to that person.
2. No person shall sell or provide an alcoholic beverage to a person actually or apparently under the influence of alcohol.
3. No person shall sell or provide an alcoholic beverage to a person known to be a habitual excessive drinker.
4. All advertising, promotion, publicity, invitations, etc. stating the availability of alcoholic beverages at an event, must include the following statement:

   The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the college for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees Bylaws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees Bylaws and Article XIV, respectively.

Assistance is available by calling:

- For Emergencies contact Public Safety – (212) 772-4444
- Hunter College Medical Services – (212) 772-4801
- Employee Assistance Program – (212) 772-4051
- Student Services – (212) 772-4882

The Hunter College Smoking Policy
http://www.hunter.cuny.edu/tobaccofreehunter/tobacco-policy

Hunter College is a non-smoking environment (facility) pursuant to New York City Law.
Department of Public Safety and Security

695 Park Avenue, West B-122
New York, New York, 10065
Director of Public Safety: Joseph D. Foelsch, Jr.
Telephone: (212) 772-4521

Hunter College is centrally located on 68th Street and Lexington Avenue, in the heart of one of the most exciting neighborhoods in the city. The shops, restaurants, and close proximity to Central Park, makes the area attractive to all New Yorkers. The subway system makes the daily commute convenient and refreshing with the Number 6 line stopping right at the Main Campus. Hunter College offers graduate and undergraduate courses of study in liberal arts and sciences, as well as several professional fields; education, health and sciences, nursing and social work. With a student body of nearly 23,000 male and female students in day and evening classes, the college employs 1,200 full time faculty and staff personnel. Hunter College’s uniqueness does not stop there. Our residential dormitory, known as the Brookdale Campus, is located at 25th Street and 1st Avenue. Brookdale is the home to nearly 600 male and female students and resident nurses. The Silberman School of Social Work is located on 3rd Avenue at East 119th Street in Manhattan. The campuses are closely monitored by public safety personnel 24 hours a day.

About Public Safety
Established in 1991, the CUNY Public Safety Department was created to further ensure that those who attend any of the CUNY institutions do so in a safe and comfortable environment. CUNY Public Safety Officers are sworn Peace Officers and have arrest authority granted them by the City of New York. They are designated as New York City Special Patrolmen/Peace Officers in accordance with Section 2.10, subsection 27 of the New York State Criminal Procedure Law.

Campus Peace Officers (CPO) undergo sixteen weeks of training at York College, where they receive training pertaining to servicing the college community and how to effectively handle situations which may occur on a college campus and in the surrounding community. Campus Security Assistants (CSA) are employed as security guards in accordance with Article 7A of the General Business Law. CSA’s do not have arrest authority above that of a private citizen.

All Hunter College Department of Public Safety personnel wear distinctive uniforms and carry two-way radios. Additionally, the college has seven New York State Certified Emergency Medical EMTs to respond to medical emergencies at the Main and Brookdale campuses. These personnel are trained in first aid, cardiopulmonary resuscitation and other emergency response procedures.

Campus Peace Officers (CPO’s) are charged with the responsibility of making sure federal, state and local laws, as well as University policies and procedures are obeyed. Although officers are not city police officers, they are granted “Peace Officer” status through the City of New York and have arrest powers on all Hunter campuses. This allows officers to make an arrest and to search and seize evidence in connection with an arrest as long as the crime was committed in their presence or for a felony, not committed in their presence or view, but reasonable grounds exist that the offense was committed by the person the officer is arresting on the campus. The Hunter College Public Safety Department also maintains a strong working relationship with the City of New York Police Department (NYPD) as well as county, state and federal authorities and the City of New York Fire Department.

NOTE: The Hunter College Department of Public Safety does not provide security at any off-campus events; or for any off-campus organizations and/or residences not owned by Hunter College.

Students, staff and faculty are encouraged to report all public safety concerns to this department. A mechanism has been added to the Hunter Public Safety web page which allows the college community to report crimes anonymously, known as “Silent Witness”. At the present time pastoral and professional counselors do not have to inform the persons that they are counseling to report crimes on a voluntary, confidential basis.

The Director of the Public Safety Department is Joseph D. Foelsch, Jr., who has an extensive law enforcement background. Mr. Foelsch is assisted in the daily operations of the Department by a Deputy Director, Mr. Richard Meier. The Public Safety staff includes two Lieutenants, thirteen Sergeants, seven Corporals, four Specialists, 68 Campus Peace Officers, and 52 Campus Security Assistants. The staff maintains several “fixed” posts, a communications center as well as roving patrols.

Access
The campus is monitored 24 hours a day by members of the Public Safety staff. After the campus is closed all persons entering the institution must sign in. The lobby of the West Building is available to all current Hunter College students. Only those students with written permission from a department head, or faculty member, are permitted to go to areas other than the West Lobby at times when the campus is closed. A student that wants to remain on campus after hours must request permission to do so, in writing, through their Department head, or designee sponsoring the after hour visit. The permission and a supporting letter must be provided to Public Safety. Students are not permitted to sign in non-students through the Visitors Center.

Identification Cards
Every member of the college community is required to carry a validated identification card while on campus. Upon request of a Public Safety Officer or college official, the ID card must be presented. Refusal to present the ID card will result in denial of access to the campus. ID cards are NON-TRANSFERABLE and may not be used by any other person, for any reason. The college will prosecute any unauthorized person who trespasses or loiters on college property. Students, faculty, and staff will need an ID card in order to gain access to buildings, or to gain access to offices when keys are forgotten. Student ID cards shall be validated each semester.

Complaints and Information
Complaints and requests for information concerning Public Safety services should be made to Mr. Joseph D. Foelsch, Jr. the Director of Public Safety at (212) 772-4521. After hours, all calls for Public Safety service should be made to (212) 772-4447.

Reporting a Crime
All crimes against person and property should be reported as soon as possible to the Office of Public Safety. This helps us apprehend criminals and make strategic decisions about the deployment of security resources. Incidents can be reported in person in the Public Safety office (B-122 in the West Building); by phone X 1-4444 if the crime is in process, (X 1-4447 after the fact) or to any uniformed officer on campus. The Office of Public Safety will assist you in reporting a crime to the NYPD as necessary.

Even if you do not want to pursue action with the college or the criminal justice system, please make a confidential report which does not reveal your identity to the Public Safety Office. This helps us keep an accurate record of the number and nature of incidents, determine whether there is a pattern of crime and we need to redeploy our security officers, and alert the campus community to a potential danger. Reports filed in this manner are counted and disclosed in the crime statistics of the college.

Security Policies
The policy of the City University and of Hunter College is that:

Students and employees will report safety hazards; crimes; loss of property; illness or injury. Proper reporting assists in the apprehension of criminals and ensures the safety of the college community. Incidents can be reported to any Public Safety officer or by calling the Office of Public Safety.
Hunter College

Investigation of Violent Felony Offenses

Hunter College has adopted and implemented a plan providing for the investigation of any violent felony offenses occurring on Campus, and providing for the investigation of resident Missing Persons. Such plans provide for the coordination of the investigation of such crimes and reports with the New York City Police Department (NYPD). Such plans shall include, but not be limited to, written agreements with the NYPD providing for the prompt investigation of such crimes and reports.

Violent Felony Offenses

Defined in Section 70.02 sub. 1 of the New York State Penal Law and include Class A, B, C, D and E. violent felony offenses. These crimes will be immediately reported to the New York City Police Department by the Hunter College Department of Public Safety Office. A joint initial investigation will be conducted and then a follow up investigation will be conducted by the appropriate unit of the New York City Police Department. The college administration and college community will be kept informed and will be updated on developments.

Alcohol and Drugs:

http://www.hunter.cuny.edu/publicsafety/policies-and-procedures/alcohol-drug-policies/alcohol-drug-policy

Any action or situation which recklessly or intentionally endangers mental or physical health, or involves forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization is prohibited. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or controlled substance by University students or employees on University/College property, or as part of any University/College activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal conviction for a violation occurring in the workplace no later than (6) days after such conviction.

The unlawful possession, use, or distribution of alcohol by students or employees on University/College property, or as part of any University/College activities is prohibited.

The legal age for possession and consumption of alcohol in New York State is 21. It is against the law to sell or give away alcohol to anyone under the age of 21. The possession or use of illegal drugs is a crime in the State of New York. Anyone found in possession of or using such drugs on college property will be severely dealt with and will face criminal charges.

Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the college for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees Bylaws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees Bylaws and Article XIV, respectively.

Weapons

No individual within the university community, except Peace Officers, pursuant to authorization of the college presidents, shall have in their possession a rifle, shotgun, firearm or any other dangerous instrument or material that can be used to inflict bodily harm on an individual, or damage to a building or the grounds of the campus.

Public Safety Emergencies

Throughout the Hunter College Main Campus and Brookdale Campus are stainless steel colored “Talk-A-Lert” boxes. The Talk-Alert boxes are mounted on walls near elevators, stairways and female bathrooms. Talk-Alerts are to be used for any and all emergencies on campus. Just push the black button, wait for the box to connect with Public Safety communications and a verbal response to your emergency. You may always reach Public Safety by dialing 1-4444 from any internal telephone, or 911 from a cellular phone will connect you with NYPD. To dial 911 from an interior campus telephone you must dial a 9 first (9-911).

Evacuation Procedures

Usually evacuation procedures concern a working fire; however there may be other reasons that a building may have to be evacuated. Examples of this may be a bomb threat, a chemical spill in a lab, a police action; a power failure; or other situation where it would be in the best interest of the occupants to evacuate. (PROCEDURES ARE LISTED UNDER FIRE SAFETY PLAN SECTION)

Timely Emergency Warnings

If a situation arises either on or off campus that, in the judgment of the Director of Public Safety, constitutes an ongoing threat, a campus wide "timely warning" will be issued through the college e-mail system to all students, faculty and staff.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Department of Public Safety may also send out a notice using the CUNY ALERT system.

All students, faculty and staff are requested to sign up for CUNY Alert at the following web site: http://www2.cuny.edu/news/cuny-alert/

Sexual Misconduct

http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf

Daily Crime and Fire Log

The Department of Public Safety maintains a “daily crime log” and a “daily fire log” in two ways. One is placed in electronic form and may be viewed on our web site at http://www.hunter.cuny.edu/publicsafety/reports/daily-log. This forum lists all crimes that are reported at all Hunter campuses. The second manner is a “daily crime log” that is maintained at each Hunter campus of crimes reported to the particular campus. That log will show reported crimes for the past 60 days and is available for viewing by students, faculty and staff during normal business hours.

ASR availability:

The Annual Security Report, commonly known as the ASR, provides information about Hunter Colleges Public Safety Department; policies and procedures; types of crimes and definitions; college resources for students and victims of a crime and crime statistics for the college.

The Annual Security Report (ASR) is mandated by the Clery Act to be available to all students, faculty and potential students. ASR’s can be obtained online http://www.hunter.cuny.edu/publicsafety/repository/files/CLERY%202017%20ASR%20Hunter%20College%20for%20Revised%20and%20Updated.docx at any public safety desk at any one of Hunter’s campuses or at Public Safety’s Administrative Office located in the West Building in room B-122A.
All items found on campus that are lost should be turned in to any public safety officer; public safety desk; or a drop box or safe located at some campuses. Found or recovered items will be recorded and stored in the campuses “Lost & Found” locker. Persons who have lost property should complete and Lost & Found slip and turn it in to Public Safety.

Or, go to the following link to report a lost item on line: [http://www.hunter.cuny.edu/publicsafety/repository/files/Lost%20and%20Found%20Form%202012.pdf](http://www.hunter.cuny.edu/publicsafety/repository/files/Lost%20and%20Found%20Form%202012.pdf)

Public Safety does not permit the random rummaging through the lost and found area for lost items. If an item is “reported” lost and it is located by public safety, you will be contacted by telephone and arrangements will be made to return the property. Found property will be stored for sixty (60) days only.

**FIRE SAFETY**

Each campus has a fire alarm system that meets the fire code of New York City. In most campuses a Fire Warden is assigned to each floor and is responsible for implementing the fire safety policy and evacuation during a fire emergency.

**Things to Remember:**
- If you notice a fire - pull the fire alarm pull station - do not waste time calling public safety. (Once activated, the alarm goes directly to a central station and NYFD is automatically notified and dispatched.)
- If a “pull station” is not close to you then,
  - Activate one of the silver wall mounted “Talk-Alert” boxes
  - Dial 1-4444 on a main campus telephone
  - Dial 911 on your cell phone.
- Fire extinguishers are located on all floors of all campuses.
- A Fire Warden is assigned to each floor and is responsible for implementing the fire safety policy and evacuation during a fire emergency.
- It is important to follow their instructions, they are there for your safety
- Stairway “A” is the primary staircase to be used for evacuation, unless told otherwise.
- Disabled individuals should enter the stairway and stay on the landing of their floor. NYFD will come and get you!
- A delay in public address announcements after a fire alarm sounds is usually because public safety is investigating the source of the alarm to determine what needs to be done.
  - Always listen for public address announcements.
- If there is a fire or smoke condition in, or near an elevator shaft, the fire alarms will sound on all floors.
  - Elevators will get automatically re-called to the lowest floor/lobby
  - Some elevators may be re-called to the main floor due to a fire.
- After a fire alarm is activated, the alarm and the elevators cannot be reset until the NY Fire Department authorizes it and gives the “all clear”.
- Evacuations may only occur on the “fire floor” and one floor above, and one floor below and not the entire building.
- Organized “Fire Brigades” will respond to the floor below the fire floor.
- Each semester Public Safety performs fire drills at each campus.

**Evacuation Procedures**

Usually evacuation procedures concern a working fire; however there may be other reasons that a building may have to be evacuated. Examples of this may be a bomb threat, a chemical spill in a lab; a police action; a power failure; or other situation where it would be in the best interest of the occupants to evacuate.

- Do Not Use Elevators
- Remain calm.
- Everyone will listen for a public address announcement to evacuate the building when the fire alarm is sounded.
- Normally, evacuation is ordered by building and by floor to prevent overcrowding in the stairwells.
- Upon activation of the fire alarm, and the announcement to evacuate, all occupants will immediately exit the building using the nearest exit stairwell and proceed across the street from the building.
- Excessive smoke, smell of gas is reason to immediately evacuate even if no announcement was heard.
- Evacuation floor plans are posted on each floor by the elevators throughout each campus.
- Close windows and doors. Leave lights on and doors unlocked.
- When you evacuate, do not stop for personal belongings or records.
- If there is excessive smoke, crawl to an exit. If you are unable to exit, stay low and plug all openings around doors, windows and vents.
- If you find yourself trapped dial 901 and give them your location, room number and floor.
- Before entering another room or stairwell, check for heat by placing your hand near the door.
- Fire Wardens that are familiar with the evacuation procedures will alert on their assigned floor to follow their emergency procedures.
- Disabled persons will enter the closest stairwell and await NYFD to assist them in exiting the building.
- A “runner” should be dispatched to tell the responding officer (fire or police) the location of the handicapped individual(s), so that a rescue can be initiated.
- Building occupants must immediately advise the responding Public Safety Officers of the possibility and location of any persons who have not yet evacuated the buildings due to injury or incapacitation.
- No one is permitted to re-enter an evacuated building until the building is determined to be safe by the emergency service personnel and NYFD advises that re-entry into the building is permitted.
Persona Non Grata Guidelines

The College may restrict access to the campus by any visitor (i.e., a person who is neither a student nor an employee of Hunter College), including but not limited to guests, event attendees, and/or alumni whose conduct, after review by a panel of the Campus Safety Advisory Committee, is determined to be in violation of any rules and/or policies of Hunter College or the City University of New York or applicable New York State Law. This restriction may include revocation of alumni identification cards and/or other restrictions on access to Hunter College.
CUNY Campus and Workplace Violence Prevention Policy

Policy Statement
The City University of New York (the “University” or “CUNY”) is committed to the prevention of Workplace Violence and will respond promptly to any threats and/or acts of violence. For purposes of this Policy, Workplace Violence is defined as any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to:

• An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
• Intentional and wrongful physical contact with an employee without his or her consent that entails some injury;
• Stalking an employee in a manner that may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment.

Workplace Violence presents a serious occupational safety hazard to CUNY and its employees. The University will respond promptly to threats and/or acts of violence. All employees are responsible for helping to create an environment of mutual respect and for assisting in maintaining a safe and secure work environment and will participate in the annual Workplace Violence Prevention Training Program. Individuals who violate the Policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution.

Incidents involving Workplace Violence will be given the serious attention they deserve. Employees are responsible for reporting any incidents of Workplace Violence of which they become aware. The procedure for reporting incidents of suspected or alleged Workplace Violence can be found in the campus-specific Workplace Violence Prevention Programs at Paragraph 7. The procedure for reporting complaints of a potential violation of the CUNY Workplace Prevention Policy and Programs can be found in the campus-specific Workplace Violence Prevention Programs at Paragraph 9.

The University, at the request of an employee, or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies when an employee or students anticipates that an act of violence may result from and encounter with said individual(s).

Employee participation in the implementation of this Policy will be provided through their authorized employee representatives, who will be invited to participate in:

1. scheduled physical risk assessment site evaluation(s) to determine the presence of risk factors which may place employees at risk of workplace violence;
2. the development and annual review of a Workplace Violence Prevention Program promulgated by each College for the implementation of the Policy;
3. the annual review of the Campus Workplace Incidents Report prepared annually by each College; and
4. as appropriate, following a serious incident of Workplace Violence.
5. CUNY Workplace Violence Policy
6. Domestic Violence in the Workplace Policy
Fire Safety Plan

Use of Elevators during a Fire
No person should ever use an elevator in a fire unless directed by Fire Department personnel. Using an elevator in a fire is extremely dangerous. The college has been informed by the Fire Department that the use of elevators in a fire has, in many cases, resulted in many unfortunate and unnecessary deaths.

The New York City Fire Department has informed Hunter College that the Fire Department has the primary responsibility to determine if elevators can be used to transport disabled persons during fire emergencies. Fire Department officials also state that they are responsible for relocating disabled persons to a safe location if such relocation is necessary. Disabled persons should wait at the designated stairwell on the floor that they are on at the time of an emergency.

The New York City Fire Department considers transporting disabled persons in an emergency a highly risky procedure. The relocation process may subject disabled persons and other persons to accidents and injuries. However, if it is necessary to relocate disabled persons during an emergency, the Fire Department will handle the relocation of disabled persons, using safe procedures and experienced Fire Department personnel.

If elevators can be used during a fire alarm

The Fire Department considers use of the elevators to be the best method of relocation because it is practical, safe and efficient. This explains the Fire Department’s position of advocating emergency assembly areas for disabled persons. (The Fire Department often refers to this type of assembly area as a refuge area.)

When there is a report of a fire alarm in the building

(note: The alarm may be a false alarm or the fire may be in a small section of the building) if disabled persons are not in any danger from the fire or its smoke, the Fire Department does not automatically recommend the relocation of disabled persons. In most cases, the Fire Department would not recommend that such persons be removed from the building. Instead, the Fire Department would recommend that such persons be moved to a safe location within the building.

Note: It is extremely important that the Hunter College community understand the procedure of the New York City Fire Department for evacuating a building that is experiencing a fire. Everyone in the building should not automatically be evacuated to the street. Nor should everyone be relocated within the building. This is the policy for ambulatory persons as well as non-ambulatory persons.

If you have any questions regarding the standards used to determine the need for evacuating the buildings, call the Director of Public Safety and Security at (212) 772-4521.

For Your Safety
The Hunter West, East, North and Thomas Hunter Buildings are equipped with Fire Emergency notification devices. It is the responsibility of everyone to become familiar with their location and their use. These Fire Emergency notification devices consist of the following:

Fire Alarm

The Fire Alarm Pull Stations are small, red boxes. They are wall mounted and located next to a fire exit. Printed on these pull stations is PULL HERE IN CASE OF FIRE.

To activate the Fire Alarm Pull Station, follow these steps:

1. Lift cover and pull down the RED lever on the Fire Alarm Pull Station box. This will cause the fire alarm to sound on the fire door and on the floor above. In addition, it will send a signal to the Fire Command Station. The Fire Safety Director at the Fire Command Station will carry out the fire emergency procedures. Make yourself familiar with them now, so that in an emergency you will know what to do.
2. During a fire alarm, Fire Wardens, Fire Searchers and Public Safety Officers have been directed to communicate the number, the location and the status of all disabled persons via Fire Warden phones to the Fire Command Station. The Fire Safety Director will notify members of the New York City Fire Department regarding the status of all disabled persons in the building as soon as the Fire Department arrives on campus.

Note: It is extremely important that the college community understand the protocol of the New York City Fire Department for evacuation of a building that is experiencing a fire. Everyone in the building should not automatically be evacuated to the outside, or, for that matter, be relocated within the building. This is the policy for ambulatory persons as well as non-ambulatory persons.

Instructions for Fire Reporting and Evacuation Procedure
A. If you see a fire, do the following:
1. Call the Fire Department (911), or
2. Call the Public Safety Emergency Number (Security) (212) 772-4444, or
3. Pull the fire alarm.
4. Then, follow the procedures below:

B. Procedures
1. Evacuate your area.
2. Close, but do not lock, doors.
3. Follow instructions transmitted over the public address system.
4. Proceed to evacuate the building through designated exits.
5. Evacuate to street if not directed otherwise over the public address system.
6. Before entering any stairwell, touch the door with the back of your hand. If it is warm or hot, do not enter the stairwell. Proceed to the next stairwell.
7. When leaving the building keep your head turned to the center of the stairway.
9. It is dangerous to use elevators during an evacuation. Only use elevators when authorized to do so by fire emergency personnel.
10. When using the down escalators, make long and wide turns going from one elevator to the next escalator in order to prevent congestion.
11. When you are outside the building, move away from the entrance approximately 200 feet.
12. Wait for the all-clear signal before re-entering the building.

Fire Safety Plan for the Disabled

When there is a fire alarm in one of the college’s buildings disabled persons who are unable to walk down steps should assemble at one of the designated stairwells as per the fire safety director’s instructions.

During a fire alarm, fire wardens, fire searchers and security personnel have been directed to communicate the number, the location and the status of all disabled persons via Fire Warden Phones or through security personnel to Hunter College’s Fire Command Station. The Public Safety person at the Fire Command Station will notify members of the New York City Fire Department of the status of all disabled persons in the building as soon as the firefighters arrive on the campus.
When Public Safety Officers Will Relocate Disabled Persons if, for any reason, a disabled person is in imminent danger due to fire, smoke or similar circumstances on campus and members of the Fire Department are not present to relocate the disabled person, Public Safety Officers and other members of the College Fire Brigade will assume the responsibility of relocating that person to a safe location.

Public Safety Officers and members of the Fire Brigade operating under the direction of the Fire Safety Director will take command and make immediate arrangements to have the appropriate disabled person(s) moved to a safe location if necessary.

Note: The Public Safety Officer in charge of the evacuation process will determine the number of carriers needed to relocate a disabled person. Factors to be considered when making these assignments will be the weight of the disabled person, the weight of the wheelchair, the width of the staircase and any other factors that are deemed necessary to successfully carry out these functions without accidents.

This Fire Safety Plan for the Disabled is established to provide for the safety of the disabled members of the Hunter College community and disabled visitors to the college in the event of a fire or other life-threatening emergency. The plan will be implemented in any situation in which there may be a need to relocate disabled persons to a safe location.

The Fire Safety Plan for the Disabled identifies the New York City Fire Department as the agency having the primary responsibility for relocating any disabled person from an endangered floor to a safe location. However, if the Fire Department or other New York City emergency agency response is not exercised in a timely fashion and the situation requires immediate removal of disabled persons, Public Safety and Security Personnel will transport such individual or individuals to a safe location.

The Fire Safety Plan for the Disabled is a part of the Hunter College Fire Safety Plan. All faculty, staff and students are advised to read and be fully familiar with the entire Fire Safety Plan.

Orientation
1. Orientation to the Fire Safety Plan, including the relocation procedures, will be provided for disabled faculty, students and staff yearly under the auspices of the 504 Committee.
2. Orientation for new disabled students will be included in the orientation program for entering freshmen.
3. Instructions regarding the Fire Safety Plan and Relocation Procedures will be included in the regularly conducted fire drills.

Disabled Person Precautions
1. Remain calm. Your safety and the security of others depend on the absence of panic.
2. Before entering any stairwell, using the back of your hand, touch the door leading into the stairwell. If the door is warm or hot, do not open or enter the stairwell. Proceed to the next stairwell.
3. If you cannot reach a stairwell near an elevator and you are in an office or classroom and have access to a phone, call Security at 212-772-4444. Disabled persons and persons who are trapped are the only persons who should call Public Safety during a fire emergency.
4. If you are in an area with a door and cannot reach an exit near the elevators, seal the crack around the door with rags or clothing.
5. All rooms including restrooms will be searched by Public Safety and the fire brigades.

What Emergency Personnel Will Do
1. The person who searches the floor will report your location to the fire command station. The fire command station will inform the Fire Department of your location.
2. If you are in need of relocation and the Fire Department is not available to relocate you, a member of the Public Safety and Security Department will relocate you to a safe location.
3. If necessary, you will be relocated to a safe floor or taken out of the building.

Locating Disabled Persons
1. The Office of AccessAbility maintains class schedules for disabled students and work schedules for disabled faculty and staff. These schedules will be used to assist emergency personnel to locate disabled persons in an emergency.
2. Students are responsible for reporting their class schedules, their work schedules and schedule changes to the Coordinator for Disabled Student Services (Room 1214B Hunter East).
3. Disabled faculty and staff are responsible for reporting their work schedules and schedule changes to the director of personnel (Room 1502A Hunter East).

Special Instructions for the Handling of Disabled Persons

Person Who Is Visually Impaired
A disabled person who is visually impaired and has to be relocated, but is able to walk downstairs, will be personally escorted to a safe location by a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the college Fire Brigade.

Person Who Has a Hearing Impairment
A person who has a hearing impairment will be alerted to a fire alarm by a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the College Fire Brigade. Those disabled persons will be escorted to a safe location if necessary.

Special Caution on Lifting and Carrying Disabled Persons
Before lifting any disabled person, carriers will, if possible, ask the disabled person how they should be lifted. Disabled persons know better than anyone else how they should be lifted or carried in order to avoid any unnecessary injuries to the disabled person.

Responsibility for Implementation
The fire safety director of the Department of Public Safety is responsible for the implementation of the Fire Safety Plan.

Distribution
The Fire Safety Plan for Disabled Persons will be distributed to all faculty, students and staff who have identified themselves as disabled. The Fire Safety Plan for the Disabled will be distributed with the Hunter College Fire Safety Plan.

If you have any questions regarding the various parameters used to evaluate the necessity of evacuation, please consult with the fire safety director at ext. 6640.
Notice of Access to Campus Crime Statistics, the Campus Security Report and Information on Registered Sex Offenders

The college Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes:

1. the campus crime statistics for the most recent calendar year and the two preceding calendar years;
2. campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus;
3. policies concerning the security of and access to campus facilities;
4. policies on campus law enforcement;
5. a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others;
6. campus crime prevention programs;
7. policy concerning the monitoring through the police of criminal activity at off campus locations of students organizations officially recognized by the college;
8. policies on illegal drugs, alcohol and underage drinking;
9. where information provided by the State on registered sex offenders may be obtained (also see below); and
10. policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the Public Safety Office - West Building, B122 and the college Web site at http://publicsafety.hunter.cuny.edu/subpages/annualcrimereport.shtml. If you wish pick up copies of the campus crime statistics and the annual campus security report, you should contact Joseph D. Foelsch, Jr., Director of Public Safety and Security at (212) 772-4521. Copies are available at the Main Campus, West Building, B-122. The U.S. Department of Education’s Web site address for campus crime statistics is http://ope.ed.gov/campussafety/institution/search CUNY Hunter College, New York City, New York, the “Continue”).

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college’s chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college’s chief security officer, Joseph D. Foelsch, Jr., Director of Public Safety and Security, B122 West, (212) 772-4521 to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division’s registry Web site at http://criminaljustice.ny.gov/nsor/ and then click on “Search for Level 3 Sex Offenders” or access the directory at the college’s public safety department or police precinct. To obtain information about Level 2 offenders, you need to contact the public safety department, local police precinct in which the offender resides or attends college, or the Division’s sex offender registry at 800-262-9277.
Libraries and Academic Services

The Dr. Murray and Anna C. Rockowitz Writing Center

The Dr. Murray and Anna C. Rockowitz Writing Center is a comprehensive service designed to provide tutorial assistance and academic advisement to students as well as technical support and development to faculty, staff, and alumni. Part of the Klara and Larry Silverstein Student Success Center located on the 7th floor of the Cooperman Library, the RWC offers services to all registered students at the college – undergraduate and graduate - and maintains an inclusive website comprising an extensive library of online materials and resource links in the areas of research information and techniques, writing tools and references, evaluating information sources, ESL and literary resources, and instructional resources regarding teaching and learning. Students can utilize the RWC's services by registering for individualized, paired, or online e-tutoring sessions by appointment, receive assistance on a drop-in basis during scheduled hours of operation, or attend the RWC’s on-site workshop series. Tutors help to develop a reading-writing process that students can use to improve their skills and to negotiate the requirements of academic reading and writing. For additional information, contact us at (212) 772-4212 or online at http://hunter.cuny.edu/rwc.

Hunter College Libraries

The Hunter College Libraries, with locations at all of our campuses, offer the Hunter College community access to a wide variety of services, collections, and spaces for research and teaching. At the 68th Street campus, the Leon & Toby Cooperman Library occupies nine floors in the East Building, with entrances to the library on the 3rd and 7th floors. The Cooperman Library is home to the Hunter College Archives & Special Collections (Floor 2), the Silverstein Student Success Center (Floor 7), and the Education Library (Floor 6). Also at the 68th Street campus, the Zabar Art Library is located on the 16th Floor of the North Building. The Brookdale campus (425 East 25th Street) is home to the Health Professions Library, and the Silberman Building (2180 Third Avenue) houses the Social Work and Urban Public Health Library.

Our spaces include collaborative work areas, reservable study rooms, and areas for quiet study. Additionally, we provide desktop, laptop, and tablet computers as well as printers, photocypers, scanners, whiteboards, and lots of electrical outlets. Librarians are available for one-on-one and group research consultations. Request an appointment with a librarian by completing the Research Consultation form here: ask-a-librarian.

For more information about our services, including specifics about each of the libraries, please visit the Hunter College Libraries’ website.

Leon and Toby Cooperman (68th Street Campus)
East 68th Street & Lexington Avenue
New York, NY 10065
Phone: (212) 772-4143

Health Professions Library (Brookdale Campus)
425 E. 25th St. at 1st Avenue
New York, NY 10010
Phone: (212) 481-5116

Schools of Social Work & Urban Public Health Library (Silberman Building)
2180 Third Avenue at 119th Street
New York, NY 10035
Phone: (212) 396-7654

Archives & Special Collections (68th Street Campus)
East 68th Street & Lexington Ave. - 2nd Floor
New York, NY 10065
Phone: (212) 772-4149

Zabar Art Library (68th Street Campus)
East 68th Street & Lexington Ave. - Rm 1608N
New York, NY 10065
Phone: (212) 772-5054

The Leona and Marcy Chanin Language Center

The Chanin Language Center is a multi-media foreign language learning and teaching facility. The Center consists of two independent study labs equipped with 72 multi-media workstations, the Cecile Insdorf Foreign Language Screening Room, and a small library where walk-in tutoring sessions take place. Students can supplement their foreign language skills from the elementary to the advanced level by working with computer applications, both on-line and in house, based on textbooks and/or student activity manuals. The Chanin Center also houses an extensive collection of foreign language films and video programs. An audio CD home borrowing program is available to students enrolled in a foreign language course. A 30-minute orientation session is required for all first time users. Hours and additional information can be found on our Web site: http://www.hunter.cuny.edu/chanin

The Health Professions Education Center (HPEC)
The Health Professions Education Center (HPEC) is an academic learning center serving all students and faculty at the Hunter College Nursing and School of Health Professions. A variety of comprehensive support services and programs are offered at the HPEC to enhance student academic success, retention, and completion rates by applying best practices and addressing student learning needs from multiple pedagogical perspectives. Our services are designed to develop critical thinking, reinforce practice of clinical skills, and foster a supportive, professional environment for student collaboration and scholarship.

The HPEC combines traditional approaches to teaching with new instructional technologies that reflect the dynamic nature of all health professions. Services at the center include:

- Access to the largest collection of health-related videos and instructional media within CUNY.
- Computer-aided educational software and virtual training technologies.
- Access to state board testing preparation programs.
- Technology support at the Hunter College Brookdale Campus.
- Beta testing and evaluation of new instructional media.
- Faculty consultation for research and classroom media integration.
- Development and administration of e-learning initiatives, online testing, and digital content.
- Individual and group study support.
- Simulation laboratory support through the New York Simulation (NYSIM) Center.

Faculty and students from all Hunter College schools and departments are always welcome to view the many resources available at the HPEC.

**Graduate Students Association**

All registered graduate students except those who do not pay the student fee because they are maintaining matriculation are members of the Graduate Students Association (GSA) and may use the services provided by the association, which include use of the graduate lounge and attendance at departmental colloquia and special departmental projects and events.

Every spring each graduate department or program elects a representative to the GSA Senate. GSA members may serve on the Hunter College Senate and on many college committees. A GSA delegate also participates in the University Student Senate. Copies of the GSA constitution and additional information may be obtained from the GSA office. Graduate students are encouraged to participate actively in the affairs of the association. For information, call (212) 772-4309. The GSA office is located in Room 218 Thomas Hunter Hall.
Student Services

Career Development Services
Career Development Services located in 805 East Building, offers Hunter College students and alumni a wide variety of resources and services. Career Counselors are available by appointment to assist with choosing or changing a career, resume and cover letter writing, job search strategies, and interviewing skills. The office develops and maintains relationships with employers in a wide variety of fields and career fairs are held twice a year. Many resources such as the resume builder, OptimalResume, the online job data base, ORION, and the schedule of workshops and career fairs can be accessed through the website http://www.hunter.cuny.edu/studentservices/cds. For more information contact the office at 212 772 4850 or career@hunter.cuny.edu.

One Stop
The One Stop for Students Office, located in room 217HN, is dedicated to providing centralized and efficient customer service through prompt, practical and reliable information. Committed to the success of our students, One Stop strives to provide individualized service that meets the needs of all Hunter College students. To that end, the One Stop offers assistance with transcripts, enrollment verifications, major/minor declarations, registration assistance, graduation inquiries, diploma pick up, FERPA application processing, establishing residency, and other enrollment-related questions. Please visit the One Stop website for up-to-date hours of operation www.hunter.cuny.edu/onestop.

Hunter College Ombudsman
The Ombudsman is empowered by the Hunter College Governance Charter to investigate complaints and grievances by any member of the college community (student, faculty, staff, or administration) about a problem or condition in the college. When requested and where possible, the anonymity of a complainant will be protected and names will not be used in any reports the Ombudsman may make.

When someone feels unfairly treated or unjustly disadvantaged, the Ombudsman can advise the person of the available appeals procedures, recommend corrective action to be taken by the appropriate college officers or recommend changes in college procedures or regulations that would eliminate such injustices in the future.

The Office of the Ombudsman is in Room 1016 Hunter East; The ombudsman may be reached at ombuds@hunter.cuny.edu or at (212) 772-4203.

Counseling & Wellness Service
1123 East (212) 772-4931
hunter.cuny.edu/studentservices/pcs

Counseling Services offers free and confidential assessment and short-term counseling to enrolled Hunter College students. Professional counselors assist students with personal and emotional difficulties that may interfere with academic progress and success. Additional services include crisis intervention and referrals to community agencies and resources. Counselors are also available to provide consultation services to the entire Hunter College community.

Wellness Services maintains two divisions: Health Services and Health Promotion & Education.

- Health Services is responsible for processing student immunization records, and also offers a variety of preventative health screens and access to health-related resources. In addition, Health Services distributes physical activity cards (PAC) required for use in all recreation programs and facilities. 307 Hunter North (212)-772-4800.
- Health Promotion & Education aims to enhance and advance the health and wellness of students in support of personal and academic success. Health Educators conduct outreach to educate students about health-related topics and the relationship between mental health and wellbeing and academic functioning and success, equip students with knowledge and skills to make informed and proactive decisions regarding their health, and assist in developing healthy lifestyle habits. 307 Hunter North (212)-772-4909

Hunter College Senate
The Hunter College Senate, chartered in 1970, is the principal governance body of the college and the only such body that holds a governance charter with the CUNY Board of Trustees. The Senate has authority to determine college policy in matters related to:

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

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

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

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

Faculty members and students are encouraged to become involved in the meetings of the Hunter College Senate and its committees.

Further information may be obtained by visiting the Senate Office, Room 1018 Hunter East Building, (212) 772-4200, or at http://www.hunter.cuny.edu/senate.

Office of AccessABILITY (for students with disabilities)
1214 Hunter East; 212-772-4857
www.hunter.cuny.edu/studentservices/access

In compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1975, the Office of AccessABILITY ensures the availability of variety of accommodations and services for students with documented disabilities or medical conditions who are currently registered at Hunter College. Disabilities include (but may not be limited to):

- Medical and psychological conditions, learning disabilities, deafness and hard of hearing, visual impairment, mobility impairment and other conditions that cause you to have mobility difficulties or result in your using a cane or wheelchair.

wellness.hunter.cuny.edu
Assistance to students with temporary disabilities due to an accident or short-term health conditions is also available. To be eligible for reasonable accommodations, it is necessary for students to provide a written statement with supporting documentation of a disability from a “qualified professional” (physician, psychiatrist, psychologist, or clinical social worker).

Under the auspices of the Office of AccessABILITY, the Access and Technology Center, Room 205 Thomas Hunter Hall, is a resource facility for students with disabilities. The center houses equipment with adaptive software and hardware technologies.

For more information, please call (212) 772-4857/VP (646) 755-3129 or go to our Web site.

The Section 504 Coordinator at Hunter College, Professor Jennifer Samson, is responsible for enforcement of the provisions of Section 504. She may be contacted in 915 Hunter West, (212) 772-4663. There is a 504 Grievance Procedure for students with disabilities at Hunter College. Students may obtain the necessary form, which contains instructions for filing, from the Office of Student Services in Room 1119 Hunter East. Students with disabilities at the School of Social Work may contact the director of admissions at (212) 396-7574 for assistance.

Student Veterans Services
Student Veteran Services (SVS) is the central hub that connects student veterans with academic and personal support resources on and off campus. The SVS team is made up of dedicated student affairs professionals, who support the student veteran population at the college, including: service members, veterans, and eligible family members. Our goal is to support your academic and personal endeavors at Hunter, from acceptance to graduation, including your transition and integration to our college community.

Hunter College is proud to have you enrolled at our institution and greatly appreciates your service to our nation. We look forward to working with you during your time at the college.
Other Services

Hunter Online Bookstore
The Hunter Online Bookstore, powered by TextbookX, operates completely online and can be visited at hunter.cuny.edu/bookstore. Students visit the website to order online and have their textbooks shipped to their home or to campus while digital course material access is emailed.

Created in partnership with Akademos, Inc. and powered by TextbookX, the Online Bookstore simplifies the textbook process for students while providing them with a variety of physical and digital textbook formats.

The Online Bookstore offers:
- Quick ordering process – complete your entire order in 5 minutes
- New, used, eBook, & rental textbook formats
- An average savings of 60% off list price on marketplace items
- Price match guarantee on new books
- Free shipping on retail orders over $49 (not including marketplace)
- Option to post and sell any textbook on the website’s marketplace – you name the price
- Year-round Customer Experience with 24/7 availability at the start of every major term

Visit the website and order online at hunter.cuny.edu/bookstore
All courses, required materials, and pricing options are displayed in a personalized, easy-to-use page when you log in with your CUNY Login account.

Order early to take advantage of great savings opportunities and free delivery options.

Need Help? Contact the Bookstore’s Customer Experience team: hunter.textbookx.com/help
- Track: Check on the delivery status of your order
- Returns: Need to return a book? Begin the return process here
- Sell Page: Learn how to post your textbooks for sale on the Marketplace
- FAQ: Other questions? Visit our FAQ page or check out our Help Videos

Food Services
Main Campus
The cafeteria (The Hungry Hawk) on the 3rd floor of Hunter West will re-open to all Hunter students, faculty, staff and visitors Fall 2022. Stay tuned for updates! There are two eating areas adjacent to the food service area. The south side seats around 200 people. The north side seats about 75.

The World Cup Café is located on the third floor of Hunter East and serves breakfast and lunch items including specialty empanadas, soups, smoothies, pastries and beverages.
- Hours: Monday thru Thursday 7:30am to 7:30pm and Friday’s 7:30am to 5:00pm

The World Cup Café Pop-up is located on the third floor of the North building.
- Hours: Monday thru Thursday 8:00am to 5:00pm and Fridays 8:00am to 2:30pm

Vending: There are vending machines throughout all of Hunter College’s campus locations.

Instructional Computing and Information Technology Resources
The Instructional Computing and Information Technology Department (ICIT) provides technology resources and services for students, staff, and faculty. These include open computer labs, 250 technology equipped classrooms, and a center for online learning, to support faculty in creating and teaching hybrid and online courses. Other services accessible to staff, faculty, and students include training and consultation services on classroom technology, teleconferencing/videoconferencing services, telephone/voice mail assistance, networking services (on campus and off campus), software and student information services. Guidelines for access to and use of these services and facilities are posted at each facility and are subject to the rules and regulations of the college.

Hours, locations, and a general description of the facilities available in each area are posted on the ICIT Web site.
The New York City Food Policy Center develops intersectoral, innovative and evidence-based solutions to preventing diet-related diseases and promoting food security in New York and other cities. The Center works with policy makers, community organizations, advocates and the public to promote community and economic development. Through interdisciplinary, policy analysis, evaluation and education, we leverage the expertise and passion of the students, faculty and staff of Hunter College and CUNY. The Center aims to make New York a model for smart, fair food policy.

**Affiliated urban public health faculty:** Leung, Navder, Platkin, Yeh

**Website:** [http://www.nycfoodpolicy.org/](http://www.nycfoodpolicy.org/)

The Brookdale Center on Healthy Urban Aging and Longevity at Hunter College advances successful aging and longevity through research, education, and evaluation of evidence-based models of practice and policy. The Brookdale Center shares the East Harlem campus with both the Silberman School of Social Work and the School of Urban Public Health. Brookdale Center takes a leading role in the development of evidence-based "best practices" to advance the health and well-being of a new generation. Brookdale is breaking new ground in aging services by connecting and integrating the applied fields of gerontology with health policy. Brookdale Center serves as a critical bridge between gerontological education, research, policy, practice and advocacy, and is recognized nationally today as a major center of excellence.

**Director:** Ruth Finkelstein

**Website:** [www.brookdale.org/](http://www.brookdale.org/)

Center for Basic and Translational Research

Center for Translational and Basic Research (CTBR) mission is to address health disparities and improve health outcomes. The CTBR is a consortium of researchers within Hunter College, the City University of New York—one of the largest public universities in the nation. It boasts unparalleled quality and diversity in its researchers on both the faculty and graduate student levels. At the heart of the CTBR’s mission is an imperative to build unique collaborations among biologists, chemists and biopsychologists, to recruit and equip outstanding faculty; to develop and share core research facilities; to implement strategies for scientific networking; and to address health disparities in our population involving the Hunter-Silberman School of Social Work, the Hunter-Bellevue School of Nursing and the Weill Cornell Medicine Clinical and Translational Science Center. The CTBR is funded by a major grant from the National Institute on Minority Health and Health Disparities, NIH.

**Website:** [http://ctbr.hunter.cuny.edu](http://ctbr.hunter.cuny.edu)

Center for HIV Educational Studies and Training at Hunter College (CHEST) conducts research on social and psychological factors that contribute to HIV transmission and/or the wellbeing of those living with HIV, and with a particular emphasis on the promotion of sexual health. CHEST's mission is to conduct research to identify and promote strategies that prevent the spread of HIV and improve the lives of people living with HIV. We have been advocating for and working with the LGBT community since 1996. CHEST is part of Hunter College of the City University of New York, where Dr. Jeffrey Parsons (Director) is a Distinguished Professor in the Psychology Department. Drs. Tyrel Starks and H. Jonathon Rendina, both from the Hunter Psychology Department, are faculty affiliates. CHEST has strong affiliations throughout the CUNY system with Faculty Affiliates including: Dr. David Bimbi (Laguardia Community College), Dr. Christian Grow (CUNY School of Public Health), Dr. Jilene Koken (Laguardia Community College). In addition, CHEST has strong collaborative partnerships with investigators at Northwestern University, Wayne State University, University of Minnesota, and Mount Sinai School of Medicine. As an academic research center, CHEST supports post-doctoral fellows, doctoral candidates, master’s students, and undergraduate interns. The majority of our doctoral students attend the CUNY Graduate Center’s Health Psychology and Clinical Sciences doctoral programs.

**Website:** [http://www.chestnyc.org](http://www.chestnyc.org)

CUNY Institute for Sustainable Cities (CISC) works to realize cities as part of the solution to global sustainability challenges. The CUNY Institute for Sustainable Cities (CISC) works to realize cities as part of the solution to global sustainability challenges. By merging the science of sustainability with innovative public programming, we examine opportunities available to cities—and their residents—for proactive responses to on-going environmental change. We harness the potential of formal and informal means to inspire a new generation of environmental thinkers. In doing so, we seek to understand and influence the evolution of the urban environment, while connecting the CUNY community, decision-makers and the general public to these critical issues. CISC explores the nature and complexity of cities through the following themes and questions:

- **Consumption:** What are the elements, patterns, and impacts of urban consumption and how do they change over time?
- **Vulnerability and Resilience:** How are cities impacted by global environmental change and what are their response capabilities?
- **Ecosystem Services:** What services to urban ecosystems provide to cities and how can their maintenance and restoration benefit urban areas?

**Website:** [http://www.cunysustainablecities.org](http://www.cunysustainablecities.org)

Center for Communication Disorders

The Hunter College Center for Communication Disorders (Speech-Language-Hearing Clinic) is located at the Brookdale Health Sciences Campus, 425 East 25 St., Room 133 North. The Center is an integral part of the Communication Sciences Program. The Center provides diagnostic and therapeutic services for a wide variety of language, speech, voice, fluency, swallowing, hearing, communication modality, and social communication disorders. Audiological services include complete audiological evaluation, auditory processing disorder testing, and auditory brainstem response assessment with state of the art instrumentation. Services are available to the Hunter College community as well as the general public. Appointments can be made by calling (212) 481-4464.

The Center for Puerto Rican Studies

The Centro de Estudios Puertorriqueños/Center for Puerto Rican Studies is a university-based research institute whose mission consists of two components. One is to collect, preserve and provide access to archival and library resources documenting the history and culture of Puerto Ricans and Latinos. The other is to advance research to identify and promote strategies that prevent the spread of HIV and improve the lives of people living with HIV, and with a particular emphasis on the promotion of sexual health. CHEST's mission is to conduct research to identify and promote strategies that prevent the spread of HIV and improve the lives of people living with HIV. We have been advocating for and working with the LGBT community since 1996. CHEST is part of Hunter College of the City University of New York, where Dr. Jeffrey Parsons (Director) is a Distinguished Professor in the Psychology Department. Drs. Tyrel Starks and H. Jonathon Rendina, both from the Hunter Psychology Department, are faculty affiliates. CHEST has strong affiliations throughout the CUNY system with Faculty Affiliates including: Dr. David Bimbi (Laguardia Community College), Dr. Christian Grow (CUNY School of Public Health), Dr. Jilene Koken (Laguardia Community College). In addition, CHEST has strong collaborative partnerships with investigators at Northwestern University, Wayne State University, University of Minnesota, and Mount Sinai School of Medicine. As an academic research center, CHEST supports post-doctoral fellows, doctoral candidates, master’s students, and undergraduate interns. The majority of our doctoral students attend the CUNY Graduate Center’s Health Psychology and Clinical Sciences doctoral programs.

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Performing and Fine Arts Venues

The Kaye Playhouse
Ground Floor Hunter North
68th Street, between Park & Lexington Aves.
212.772.4471
212.650.3919 Fax
Email: kayeinfo@hunter.cuny.edu
http://kayeplayhouse.hunter.cuny.edu

The Kaye Playhouse at Hunter College, a fully-equipped proscenium theater with 624 seats, boasts an elegant 1940's design. It is home to a wide array of national and international events, including theatrical productions, dance performances, chamber music and opera, film/photo/television shoots, fashion shows, jazz concerts, lectures, corporate meetings, vocal concerts, and children's shows. The Kaye's flexible and sophisticated sound and lighting systems enhance and improve the event experience for both performers and audiences. Each season, the Kaye Playhouse hosts over 200 events, bringing an eclectic mix of live performances to over 100,000 theatergoers annually.

Hunter Galleries
Main campus gallery: (212) 772-4991

The Hunter College Art Galleries, comprised of the Bertha and Karl Leubsdorf Gallery, The 205 Hudson Gallery, and The Artist's Institute are committed to a dynamic exhibition program that expands the classroom experience of undergraduate learning across the college. The Galleries are also integral to the graduate programs in Art and Art History, affording students the opportunity to work hands-on with faculty, guest curators, and gallery staff to develop exhibitions that encourage critical thinking, original research, and direct contact with both historical and contemporary art.

The Bertha and Karl Leubsdorf Gallery is located in the West Building of the main campus at 68th Street and Lexington Avenue and focuses on historical and scholarly exhibitions developed by faculty, students, and alumni.

The 205 Hudson Gallery is a new street level exhibition space, housed in the Studio MFA program building in Tribeca. 205 Hudson is dedicated to engaging contemporary art through diverse exhibitions, performance events, and programming, including exhibitions of graduating MFA students.

The Artist's Institute, located at Casa Lally on East 65th Street, was founded in 2010 by Hunter College and curator Anthony Huberman. The Artist's Institute is an experimental platform for thinking about art in the present moment, with an annual program that is divided into two six-month seasons, each of which is dedicated to the work of a single artist.

Located in the Silberman School of Social Work Building at 119th Street, The Hunter College East Harlem Art Gallery is a space for initiating partnerships between different departments and academic disciplines. The gallery presents exhibitions and public events that foster academic collaboration at Hunter College while addressing subjects relevant to the East Harlem community.

The Frederick Loewe Theatre
Ground Floor Thomas Hunter
Box office: (212) 772-4448
Administrative office: (212) 772-4227

The Frederick Loewe Theatre is a black-box theatre that seats an audience of 100. It has the ability to accommodate proscenium or thrust stage productions and houses most of the Department of Theatre events.

Roosevelt House

Auditoriums

Hunter College 68th Street Campus

The Hunter College Assembly Hall seats 2,171 and is suitable for concerts, lectures, films, commencements, and a variety of programming. For information call (212) 396-6902.

The Kaye Playhouse seats 624 and has full stage facilities and an orchestra pit for theatrical and operatic productions, recitals, lectures, chamber music and dance performances. For information, call (212) 772-4471 or visit the Kaye Playhouse website.

The Ida K. Lang Recital Hall has 149 seats and is used for a variety of musical performances by Hunter students, faculty, and other artists. The hall is equipped with a multimedia projection system and surround sound. For further information, call (212) 772-4227.

The Frederick Loewe Theatre, a variable space which seats up to 100 people, is the production center for the Department of Theatre and for the Hunter Theatre Project. For further information, contact the theatre department at (212) 772-5149.

The Peggy, a newly renovated dance studio, with a capacity of 75. One of the rehearsal studio's used for the Dance Department.

The Blackbox (room N543) is used for classes, shows, screenings, and events for the Film and Media Division.

Brecher Hall (room N605) is the primary rehearsal space for the Music Department at Hunter College. This room has a planned renovation to improve existing acoustics, furnishings and mechanical systems. To accommodate both orchestral and choral rehearsal of varying sizes, flexible seating on risers can be arranged to seat as many as 133 musicians.

In addition to new audio recording and playback equipment, acoustic improvements will include custom perforated wood ceiling panels and retractable wall curtains for sound attenuation.

Hunter College Brookdale Campus

The Auditorium at the Brookdale Center seats 848. It is used for meetings, lectures, concerts, and dramatic performances. Call Central Reservations for further information (212) 396-6902.

The Brookdale Campus Rotunda is a spacious circular room with an abundance of natural light. Situated near the front of the auditorium, with the capacity to accommodate around 800 people, the rotunda can act as a pre-theater reception area, cocktail space, book signing location, or scenic gathering spot. Call Central Reservations for further information (212) 396-6902.

Hunter College South Campus
The **Auditorium** at the Hunter College Campus School is a great location for any theatrical production or ceremony. A sunken stage nestled among a 450 stadium chairs creates an intimate feeling between the person on stage and those in the audience. The auditorium is fully equipped with audio-visual equipment, as well as a piano. Call Central Reservations for further information (212) 396-6902.

**The Silberman School of Social Work**

The **Harold Lewis Auditorium** at the School of Social Work seats 157. It is suitable for lectures, meetings and a variety of events. For further information, call Central Reservations at (212) 396-6902.

**Assembly Hall**

Hunter North Lobby

The Assembly Hall is Hunter’s largest performance venue. With a seating capacity of 2,079, the hall hosts performances by the Hunter College Symphony, concerts, meetings, forums and a variety of other events. Anyone interested in reserving the Assembly Hall for an event should contact the Office of Central Reservations at (212) 396-6902.

**Ida K. Lang Recital Hall**

4th Floor Hunter North

Box office: (212) 772-4448

Administrative office: (212) 772-4227

The Ida K. Lang Recital Hall, a 149-seat auditorium designed by the firm of Abramovitz Kingsland Schiff, opened in Spring 1995. This state-of-the-art facility hosts jazz concerts, chamber music ensembles and film festivals and houses most of the Department of Music graduation and faculty recitals. Artists from throughout the world have performed at the Lang.
School of Education General Information and Accreditation

School of Education Graduate Programs Information
School of Education programs at Hunter College prepare prospective teachers, counselors, and leaders to serve as highly effective professionals who work with children and adults of diverse backgrounds, abilities, and interests within an array of human development settings in New York State.

The School of Education has over sixty master’s and advanced certificate programs that lead to initial, professional, or additional certification for New York teachers, school counselors, and building/district leaders; our counseling programs lead to state licensure; and our research programs in Instructional Leadership (Ed.D) and Educational Psychology (MA) expand student abilities in the production and expansion of new knowledge.

Our vast program offerings are designed for many different types of students — for recent graduates or career-changers who are new to the field of education, as well as current teachers seeking new areas of certification or professional advancement in the areas of:

- Adolescent Education
- Bilingual Education
- Childhood Education
- Creative Arts Education
- Computer Science Education
- Counseling
- Early Childhood Education
- Educational Psychology
- Educational Leadership
- Instructional Leadership (Ed.D.)
- Literacy Education
- Special Education
- STEM Education
- Teaching English to Speakers of Other Languages (TESOL)

The School of Education is committed to the development of teacher, counselor, and leadership candidates that will both make a positive contribution to their professions and be lifelong students. Our professional preparation programs focus on the unique challenges of working in NYC, and the core of our educational mission is to be a place for aspiring teachers, leaders, and counselors to learn their craft and contribute to the future in a variety of settings throughout the metropolitan area and beyond.

School of Education students are held to the highest professional and academic standards, and during their time here, will:

- Learn the theory and best practice for effective professional contributions.
- Understand the history, philosophy, psychology, and sociology that underpins their profession and that will inform their practice.
- Develop knowledge and skills to successfully work in their school, clinic, or other settings in the betterment of children and adults.

The School of Education also believes in preparing teacher, leader, and counseling candidates to work with the diverse population of today’s modern society, and recognizes that learning takes place inside social and community networks that support student and individual growth. Becoming a Hunter College teacher, leader, or counselor candidate requires dedication to the continuous improvement of one’s professional abilities. Our programs, therefore, focus on developing the capacity to reflect on an individual’s practice in order to strengthen their work with students or clients and grow as professionals throughout their career.

School of Education Administration

Administration
- Dean, Michael J. Middleton
- Acting Senior Associate Dean, Sherryl Brown-Graves
- Associate Dean, Matthew Caballero
- Manager, Office of Admissions and Recruitment, Vanessa Arriola
- Director, Office of Academic and Student Affairs, Melissa M. Boronkas
- Manager, NYC Men Teach, Jonathan Gaines
- Director, Office of Clinical Experience, Ileana Infante
- Director, Office of Partnership Programs, Erin Shay
- Director, Institutional Research, Assessment, and Accreditation, Christopher Scott
- Director, Career, Professional, and Partnership Development, Kenney Robinson
- Manager, Frankfort Center for Learning and Scholarly Technologies, Kenny Hirschmann

Department Chairs
- Curriculum and Teaching, Terrie Epstein
- Educational Foundations and Counseling Programs, Elizabeth Cardoso
- Special Education, Bonnie Keilty

School of Education Faculty

Department of Curriculum and Teaching Faculty
Department of Educational Foundations and Counseling Faculty
Department of Special Education Faculty

School of Education website: education.hunter.cuny.edu

School of Education Accreditation

Accreditation is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality.
The Hunter College School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and each teacher preparation program is nationally recognized by its respective Specialized Professional Association (SPA). The School Counseling and Rehabilitation Counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).
School of Education Admissions

School of Education: Admission General Information
Admission to a professional program at the School of Education is based on an applicant’s potential for success as a graduate student. Prospective students are evaluated based on their expressed commitment to the field of education, their related professional experiences, letters of recommendation from academic or professional references, and undergraduate and any prior graduate school preparation. In general, competitive candidates have completed a bachelor’s degree at a regionally accredited institution and have a grade point average (GPA) of 3.0 or better in undergraduate studies and 3.5 or better in graduate studies.

School of Education: How to Apply
The Hunter College School of Education offers admission twice a year for most programs, in Fall and Spring. Applicants should consult the School of Education’s How to Apply page prior to submitting an application: education.hunter.cuny.edu/admissions/how-to-apply.

School of Education: Application Deadlines

Fall Admission Deadlines
- February 1st: School Counseling, Mental Health Counseling, and Applicants with Foreign Credentials
- February 15th: Instructional Leadership (Ed.D.)
- March 15th: All other programs

Spring Admission Deadlines
- September 1st: Applicants with Foreign Credentials
- October 15th: All programs

Consult education.hunter.cuny.edu/admissions/how-to-apply for program specific deadlines, deadline extensions and application terms. Select programs do not offer Spring admission.

School of Education: Standardized Tests

Graduate Record Exam (GRE)
In accordance with New York State law, School of Education programs leading to teacher certification require the GRE for admission. Certified teachers or administrators who already hold a graduate degree are exempt from this requirement. Programs that do not lead to teacher certification such as Counseling and Educational Psychology are excluded from the GRE requirement. To view a complete list of graduate programs that do not require the Graduate Record Exam (GRE), visit the School of Education’s Graduate Record Exam (GRE) additional information page at education.hunter.cuny.edu/admissions/how-to-apply/gre-additional-information.

Oral Proficiency Interview (OPI)
Applicants to Foreign Language programs (Chinese, French, Italian, and Spanish) are required to take the Oral Proficiency Interview (OPI) from Language Testing International and achieve a minimum proficiency standard of Advanced Low.

Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS)
The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Exam is required for applicants with foreign credentials. Applicants with foreign credentials who hold a prior Master’s or Doctoral degree from an English speaking country are exempt from this requirement. Admission is offered only to those students who are fully prepared in English as demonstrated in the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Official scores must be sent to Hunter College, Graduate Admissions Office, institutional code 2301. Applicants must meet the minimum score requirements in each section and overall listed below.

Minimum Test of English as a Foreign Language (TOEFL) scores for all programs
- Overall TOEFL iBT: 90/ Paper Based Test: 575/ Computer Administered Test: 233
- Writing: TOEFL iBT Writing Section: 22/ Paper Based Test of Written English: 4.5
- Speaking: TOEFL iBT Speaking Section: 23/ Paper Based Test of Spoken English: 45

Minimum International English Language Testing System (IELTS) scores for all programs
- Overall IELTS: 6.5
- Writing: 6.5
- Speaking: 7

View additional information about the TOEFL/IELTS requirements at Hunter College at hunter.cuny.edu/graduateadmissions/faq/toefl-ielts-scores.

School of Education: Readmission
Readmission to a graduate program is available to students who have previously attended and completed at least one semester as a graduate student at Hunter College and wish to resume studies in their program. Students must submit an online application for readmission to the Graduate Admissions Office. A student with a GPA below 3.0 must apply for special permission for readmission while on probation. Review the readmission deadlines, policies and procedures on the Hunter College Graduate Admissions page at hunter.cuny.edu/graduateadmissions/applying/readmission-application/procedure-policy. Students who were previously enrolled in an alternative certification program must first contact the School of Education Office of Partnership Programs (soe.opp@hunter.cuny.edu) before submitting a readmission application.
School of Education Academic Departments and Offices

School of Education Departments
Curriculum and Teaching
Educational Foundations and Counseling
Special Education

School of Education Offices
The Office of Academic and Student Affairs (OASA)
The Office of Academic and Student Affairs (OASA) provides administrative services to students in the School of Education. The primary areas of service provided include: advisement on policies; student events and workshops; assistance with registration; graduation audit; New York State certification; and various other student services such as academic forms.
Location: 10th Floor - West Building
Email: soe.oasa@hunter.cuny.edu

The Office of Clinical Experiences (OCE)
The School of Education’s Office of Clinical Experiences (OCE) is responsible for ensuring the quality of student experience in their clinical placements across programs – as these experiences are critically important to students’ development as teachers, counselors, and school leaders. To that end, the faculty and staff work collaboratively to support students in the development as professionals by coordinating partnerships with schools and other clinical placement sites, identifying and training cooperating teachers for the important work of mentoring new teachers, and working with faculty and field supervisors to ensure alignment of placements to the curriculum and academic work of teacher, counselor, and leadership candidates. Specific student teaching schedules, (weekly and daily) will be determined by the partner site where students are ultimately placed. The expectation is for teacher candidates to honor each partner’s planned schedule.
Location: 10th Floor - West Building
Email: oce@hunter.cuny.edu

The Office of Partnership Programs
The Office of Partnership Programs manages all of the alternative certification and partnership programs within the School of Education and supports students in these non-traditional programs. Working in partnership with a variety of local and national organizations, we offer special programs in a wide range of teacher certification areas and school leadership certification. Our special programs offer participants the opportunity to gain hands-on experience in schools while enrolled in graduate coursework at Hunter College and many provide subsidized tuition.
Location: 10th Floor - West Building
Email: OPP@hunter.cuny.edu

Frankfort Center for Learning and Scholarly Technologies
The Frankfort Center for Learning and Scholarly Technologies advances the needs of students, faculty and staff at the School of Education by supporting the integration and exploration of technology across the curriculum and in research. The Frankfort Center has an array of workshops and support resources for students, faculty, and staff. Online, one-on-one, or small group consultations are also available. More information about these services can be found on the School of Education’s Frankfort Center for Learning & Scholarly Technologies page at education.hunter.cuny.edu/frankfort.
Location: E613 (6th floor of the main library in the Bobbie and Lew Frankfort Education Library area)
Email: soehelp@hunter.cuny.edu

Career, Professional and Partnership Development (CPPD)
The School of Education provides a comprehensive student career preparation program. We prepare teachers, leaders, counselors and other professional candidates for the job market through workshops, and orientations on professional topics such as resume writing, interviewing strategies, and demonstration lessons. We also provide additional support to teacher candidates for all aspects of NYS certification, including NYS mandated workshops, specialized training, and some required NYS certification testing. More information about these services can be found on the Career, Professional and Partnership Development (CPPD) page at education.hunter.cuny.edu/careers.
Location: 10th Floor West
Email: cppd@hunter.cuny.edu
**Academic Policies and Procedures**

**Admission Conditions**
The School of Education Office of Admissions and Recruitment reviews all coursework documented on transcripts during the admissions process to determine if an applicant has met all requirements for entrance to a graduate program. Graduate students may be admitted with conditions due to missing prerequisite coursework (up to 12 undergraduate credits missing), exams, or pending NYS Certification. Admission conditions are listed on the physical letter of acceptance to Hunter College. For more information on admission conditions, please review the School of Education’s Admission Conditions page at education.hunter.cuny.edu/academics/admission-conditions.

**Changing Programs**
Matriculated students in a graduate degree program in the School of Education must formally apply through the Office of Admissions if they wish to change programs. Students wishing to change from one track (subplan) in their program to another must complete a change of plan form, available on the School of Education’s Register for Classes page at education.hunter.cuny.edu/academics/register-for-classes.

**Degree Requirements & Graduation**
Master’s program requirements vary according to students’ qualifications and the requirements of specific programs. Students must achieve a GPA of at least 3.0 in graduate courses. Candidates should consult their program coordinator or adviser about their program’s exit requirements at least one year in advance of the expected date of graduation.

Graduation is the official completion of your program and conferral of an academic degree. In order to graduate, students in all programs including advanced certificates, must apply for graduation using CUNYFirst the semester before their planned graduation and complete any outstanding requirements by the stated deadlines. For more information on the graduation process, please visit the School of Education’s Graduation and Commencement page at education.hunter.cuny.edu/academics/graduation-commencement.

**Time Considerations**

**Leave of Absence**
Candidates for a master’s degree in the School of Education must complete the program within a maximum of five years from the date of matriculation. Students may be granted a leave of absence by permission of their advisor and with the approval of the Dean’s Office for serious illness, parental, or military leave. In such cases, the time limit is extended by the duration of the leave, not to exceed one year. The Leave of Absence form can be accessed on the School of Education’s Appeals page at education.hunter.cuny.edu/academics/appeals-and-special-circumstances.

**Graduate Time Extension**
Students exceeding the time limit may be required to repeat courses that have expired and take more than the number of credits normally required for the degree. Course credits more than five years old when the degree is to be awarded are not applicable to the degree unless a time extension is granted. The Graduate Time Extension form can be downloaded on the School of Education’s Appeals page at education.hunter.cuny.edu/academics/appeals-and-special-circumstances.

**Transfer of Credit**
Graduate courses taken prior to matriculation are considered Transfer of Credit.

Students may request transfer credit for relevant graduate courses taken at regionally accredited institutions, including courses taken at Hunter College while matriculated in another degree program, whether or not the master’s degree was awarded. The Transfer of Credit form can be accessed on the School of Education’s Register for Classes page at education.hunter.cuny.edu/academics/register-for-classes.

The following limitations apply:
- No more than a total of 12 credits will be allowed for graduate courses completed at other colleges for courses taken on permit or for Hunter College courses taken prior to matriculation.
- Courses for which transfer and approval of credit are sought must have been completed within five years preceding the anticipated date of graduation.
- Application for transfer and approval of course credits taken prior to matriculation may be made after registering for the first semester of matriculation.
- Transfer of credit can only be granted for courses with grades of B or better.

**Course Exemptions and Waivers**
Exemption or waiver of a course requirement may be granted to a student who has completed an undergraduate course at another college or a graduate course taken over five years ago with the same or similar content as a Hunter College course required for the program. For courses taken at the graduate level within the last five years, see Transfer of Credit Request process.

An exemption reduces the number of credits needed for the program. A waiver requires that students take an approved elective course of at least the same number of credits at Hunter College to replace the waived course.

Only matriculated students may be granted exemptions or waivers. Only select programs offer exemptions and there are limits in place on the number of credits permitted to be exempted. Additionally, not all School of Education departments approve the use of undergraduate courses for use in exemptions and waivers. For more information on the exemption and waiver process, including a list of programs, please see the School of Education’s Register for Classes page at education.hunter.cuny.edu/academics/register-for-classes.

**Permit Credit**
Graduate courses taken at other colleges or universities after matriculation are considered “Permit” credit. Students planning to take courses “on permit” at other colleges or universities during the period of matriculation must request and receive permission prior to taking the course. Instructions on applying for permit credit may be found on the Hunter College e-Permit and Permit Courses page at hunter.cuny.edu/students/registration/register-for-classes/epermit-and-permit-courses.

**Registration Support & Appeals**
For support with general registration issues and troubleshooting, please visit the School of Education’s Register for Classes page at education.hunter.cuny.edu/academics/register-for-classes.

Adding a Course After the Registration Appeal Period Has Ended
Students seeking to resolve registration issues after the registration appeal period has ended may submit the School of Education Dean’s Request form. Please note, a request requires extenuating circumstances. Students are not approved if two or more classes have been missed.

Appealing a Registration Issue

Students seeking to appeal a registration issue after the deadlines for the semester may do so via the Dean’s Request form. All appeals require extenuating circumstances. The review adheres to the colleges published deadlines for add/drop and refunds. Students are only permitted one request during the time in their program. The School of Education Dean’s Request form can be accessed on the School of Education’s Appeals page at education.hunter.cuny.edu/academics/appeals-and-special-circumstances.

Grade Appeals

The School of Education adheres to the Hunter College Grade Appeals Procedures. The School of Education Grade Appeal form can be accessed on the School of Education’s Appeals page at education.hunter.cuny.edu/academics/appeals-and-special-circumstances.

Incomplete Grades

A grade of incomplete (INC) will be given only to students who are doing passing work who need to complete a paper, exam, or other project. When an incomplete is given, the School of Education contract form must be, signed by the instructor and the student, a copy given to the student, and the original filed in the department office.

For field-based courses, including student teaching and practicum, incomplete grades can be given only for papers, projects, or exams not completed. If the field experience itself will not be complete by the end of the semester, the student will be given the appropriate grade and asked to register to repeat the course. Incomplete grades will not be given to students who need to repeat a course or to students who are failing a course. Students with personal or family situations that result in their not being able to complete a course and/or submit course assignments should withdraw from the class. If it is past the deadline for withdrawals, the withdrawal requires documentation of the reason and the submission of the Dean’s Request form. The School of Education Incomplete Contract can be accessed on the School of Education’s Appeals page at education.hunter.cuny.edu/academics/appeals-and-special-circumstances.

Program Withdrawal

Students wishing to withdraw from their program must contact their School of Education faculty advisor, drop all courses in CUNYfirst if currently enrolled and complete the program withdrawal form found the School of Education’s Appeals page at education.hunter.cuny.edu/academics/appeals-and-special-circumstances.

Non-Degree/Non-Matriculated Students

Non-Degree/Non-Matriculated students are permitted to take up to 6 credits in Non-Degree/Non-Matriculated status. Students must apply for matriculation into one of the School of Education’s programs if they wish to continue their studies after 6 credits. All non-degree students are eligible to register or waitlist for courses on the approved non-degree course list only. More information on non-degree study can be found on the School of Education’s Graduate Non-Degree Study page at education.hunter.cuny.edu/admissions/graduate-non-degree-study.
Clinical Policies and Procedures

Applications for Clinical Experience
Each program has distinct fieldwork experiences (fieldwork) and supervised teaching (student teaching and/or practicum) requirements and applications. Students must apply for select fieldwork experiences and/or supervised teaching in order to register and/or be placed by the Office of Clinical Experiences. Each program has specific application, registration and placement processes and procedures. Students must have fingerprint clearance before registration permission is granted for a clinical course. To review the requirements and procedures specific to each program, please review the School of Education’s Fieldwork and Fingerprinting page at education.hunter.cuny.edu/academics/fieldwork.

Fingerprinting Policy
New York State law requires fingerprinting as a means to perform criminal history background checks for applicants for certification and all prospective employees of school districts, charter schools, and Boards of Cooperative Educational Services (BOCES) within New York State. All students in teacher preparation programs as well as programs in school counseling need to be fingerprinted so that they are cleared to work with children in various settings including New York City Department of Education (NYCDOE) public schools, charter networks, and other organizations. Fingerprint clearance is a professional expense related to certification. As such, candidates are responsible for related costs.

- Students enrolled in programs leading to certification in teacher preparation and school counseling programs who do not yet have fingerprint clearance from both the New York State Education Department (NYSED) and the New York City Department of Education (NYCDOE) must complete all steps of the fingerprinting process.
- If you are in a program in Early Childhood Education and Early Childhood Development and Learning (ECDL) programs that lead to certification and who may be placed in non-NYCDOE settings that serve children from birth to age 3 years and select Pre-K programs must be fingerprinted by both NYSED or NYCDOE and the Department of Investigations (DOI) as records cannot be shared between the DOI and other entities. Note that this only applies if the students are placed in sites subsidized by the Department of Health not the NYCDOE.

Note that your fingerprint clearance status will be reflected as a milestone in CUNYfirst (as “PETS Clearance Complete”) after all steps below have been completed and processed by NYSED and the NYCDOE.

School of Education Fieldwork Policy
The following Fieldwork Requirements and Procedures (“the Procedures”) are established by the Hunter College (“the College”) School of Education (“SOE”) to ensure productive and safe learning experiences for teacher candidates enrolled in SOE fieldwork placement programs and effective service for the schools and community agencies participating in those programs. A SOE teacher candidate’s conduct in these programs demonstrates to the College the teacher candidate’s ability to earn the College’s recommendation for National and State-wide professional licensure or certification.

Code of Conduct
In addition to following the standards outlined in the College’s Code of Conduct applicable to all teacher candidates, a SOE teacher candidate whose education includes any fieldwork component must:

1. Meet any and all standards or competencies required in the teacher candidate’s professional program of study or license/certification; and
2. Comply with the Rules/Policies of the school or community agency in which the teacher candidate is placed to conduct his or her fieldwork that do not conflict with College policy.

Fieldwork Placement
The Office of Clinical Experiences (“OCE”) places teacher candidates for fieldwork intensive courses. Each SOE program has established procedures for making those placements, which may vary from program to program. A SOE teacher candidate enrolled within a program is responsible for learning and following the procedures applicable to his or her program. In addition, the teacher candidate must ensure that he or she:

- completes the required placement forms, applications, site selection processes, prerequisite coursework, and/or contracts before the established due dates; and
- meets the standards for continued acceptance at the placement site.

Moreover, a teacher candidate who intends to participate in a fieldwork placement program must exhibit professional behavior. Failure to behave in a professional manner may result in the denial or denial of a fieldwork placement pursuant to the processes stated below.

Placement Security Clearance
A teacher candidate applying for a fieldwork placement in a New York City (“NYC”) public school or other clinical setting is required to obtain security clearance by the NYC Department of Education (“DOE”) or other authority prior to placement. This process usually includes fingerprinting. A teacher candidate may also be asked by his or her fieldwork placement program to complete a self-reported, background check. The purpose of these checks, which are subject to the policies of the partnering organization, is to ensure public safety and avoid unacceptable risk to vulnerable populations. A teacher candidate who refuses to submit fingerprints, or is otherwise unable to obtain security clearance, cannot be placed and will be administratively withdrawn from the placement and/or program.

Background checks for private institutions are typically conducted by the placement site. If a violation is discovered, authorized personnel at the placement organization will determine the suitability of a candidate for placement. The SOE Program Coordinator or staff member in the Office of Clinical Experience (“OCE”) may also determine the suitability of a candidate for field placement based on discovered or self-reported information. Unless otherwise provided by law, factors considered in determining suitability may include, but are not limited to, the following:

- The existence of pending charges; and
- Any relevant evidence of rehabilitation.
A teacher candidate may challenge a security clearance finding by appealing to the appropriate contact within the partnering organization as determined by that organization.

**A SOE teacher candidate’s Inability to Qualify for a Placement**

If a SOE teacher candidate is unable to qualify for a fieldwork placement, based on the determination of a partnering organization, the teacher candidate will be placed on academic probation for one (1) semester and the teacher candidate will be given no more than one (1) opportunity at another placement (this would amount to a total of two placements including the initial unsuccessful fieldwork placement). A SOE teacher candidate must be available to placement organization staff in their assessment of the teacher candidate’s qualifications for placement. A teacher candidate who is unable to qualify for placements with a partner fieldwork organization after two attempts at placement by the SOE will be deemed unable to continue in the SOE and will be terminated from the program.

**Addressing Problems during the Fieldwork Placement**

The Concerns of a SOE Teacher Candidate

If a SOE teacher candidate in a fieldwork placement encounters problems related to the placement, the teacher candidate must:

1. Inform the Clinical Placement Specialist and on-site Fieldwork Placement Coordinator (i.e., the primary supervisor/teacher of record for the field placement, practicum, and/or internship) within ten (10) business days not including any legal holidays;
2. Work with the Clinical Placement Specialist and faculty, if appropriate, on a plan to resolve the issue; and/or
3. Follow the plan with the Clinical Placement Specialist, faculty, and/or relevant school staff to resolve the problem.

The Concerns of a Fieldwork Placement Site

If a fieldwork placement site encounters problems related to the teacher candidate's conduct, the fieldwork placement site shall:

1. Inform the Clinical Placement Specialist overseeing the teacher candidate's placement of the problem within ten (10) business days, not including any legal holidays; and then either
2. Work on a plan with the Clinical Placement Specialist and/or faculty to address the problem with the SOE teacher candidate, to the extent possible; or
3. Inform in writing the Clinical Placement Specialist and/or faculty that the teacher candidate should be removed from placement site.

The SOE teacher candidate must follow the plan to the satisfaction of the placement organization.

If the plan does not satisfactorily address the fieldwork placement organization’s concerns about the SOE teacher candidate’s conduct:

1. The organization will contact the assigned Clinical Placement Specialist in SOE’s OCE of the problem within ten (10) business days, not including any legal holidays; and
2. OCE will determine the appropriate method needed to satisfactorily conclude the concern, for example, by engaging with the placement site coordinator to formulate a mutually acceptable plan, to the extent possible.

If this process does not lead to a satisfactory conclusion and the organization does not permit the teacher candidate to continue, the teacher candidate will receive a failing grade in fieldwork and a failing grade in the course. In addition, the teacher candidate will be placed on academic probation for one (1) semester and the teacher candidate will be given no more than one (1) opportunity at another placement (this would amount to a total of two placements including the initial unsuccessful fieldwork placement).

**Different Scenarios for Dismissal from the SOE and applicable Procedures**

**Scenario 1: A SOE teacher candidate’s Arrest or other Security Clearance Related issue**

If a SOE teacher candidate is arrested and/or charged with a crime during fieldwork placement, he or she must follow the procedures listed below, in addition to following the procedures listed in the College’s teacher candidate Code of Conduct regarding the requirements upon a teacher candidate charged with a crime during his or her enrollment at the College:

1. Report the arrest to On-site Fieldwork Placement Supervisor and the SOE OCE Placement specialist overseeing the teacher candidate’s placement within forty-eight (48) hours of the arrest, not including weekends and legal holidays; and
2. Notify the NYC DOE within forty-eight (48) hours of the arrest, not including weekends and legal holidays. If the teacher candidate does not report the arrest to the On-site Fieldwork Placement Supervisor and the SOE’s OCE, the NYC DOE will send a staff member to remove the teacher candidate from the fieldwork placement. It is highly recommended that the teacher candidate avoid such a situation. Under such a circumstance, College faculty and staff cannot determine the teacher candidate’s eligibility to remain at the assigned site. Only the NYC DOE can determine whether the teacher candidate may return to the placement site. The reason for the arrest may determine the timeframe of when the teacher candidate may return to the site. For example, a teacher candidate charged with driving while intoxicated (‘DWI’) may be required to present court documentation to the NYC DOE, and a DOE determination may take two to four weeks. On the other hand, where a teacher candidate is charged with assault, the NYC DOE may require further investigation, which could take at least a year, before a teacher candidate is cleared for a placement.

**Scenario 2: The teacher candidate jeopardizes the safety and/or Well-being of a Minor**

If a SOE teacher candidate is dismissed by a fieldwork placement organization for having jeopardized the safety or well-being of a minor, the teacher candidate will be removed from the course and receive a failing grade. The OCE cannot knowingly place a teacher candidate who has compromised the safety or well-being of a minor, client, or patient in a clinical setting. If fieldwork placement is required for completion of a degree, license, or certificate, such a dismissal will result in the teacher candidate’s termination from the program. If the teacher candidate is terminated from the program, his or her action in coursework and clinical experience within the program will cease immediately.

**Scenario 3: Removal by a Fieldwork Placement Organization**

A SOE teacher candidate should be aware that as a member of the College community, he or she must follow the procedures listed in this document as well as the other policies referenced herein. There is no requirement, however, that a fieldwork placement organization follow these procedures. As such, if a fieldwork placement organization removes a teacher candidate from a placement due to unprofessional or egregious conduct or unsatisfactory performance, the College cannot mandate that the placement organization take the teacher candidate back.

Where a teacher candidate has been removed from a placement by the participating organization and alleged conduct does not involve behavior in which the SOE teacher candidate jeopardized the safety and/or well-being of a minor, the OCE staff will refer the matter to the Department Chair and Associate Dean for appropriate action. In such a case, the Department Chair and Associate Dean will:

1. Review the SOE teacher candidate’s alleged unprofessional or egregious conduct and determine whether re-placement within a second fieldwork placement organization would be appropriate given the conduct in question;
2. If re-placement is appropriate, teacher candidate will be placed on academic probation for one (1) semester; and
Hunter College

3. Instruct the SOE to make no more than one (1) attempt to find that teacher candidate another placement (this would amount to a total of two placements including the initial unsuccessful fieldwork placement). A SOE teacher candidate must be available to placement organization staff in their assessment of the teacher candidate’s qualifications for the re-placement.

4. If the Associate Dean and Chair determine that replacement is not appropriate, they will recommend this action be reviewed by the SOE’s Clinical Standards Committee, which shall be comprised of the SOE’s Dean and one or more SOE Department Chairs. The teacher candidate will be placed on academic probation until the CSC issues a written decision. This decision shall serve as the final determination by the College’s SOE.

Failure to Meet the Terms of Academic Probation
A teacher candidate who is on academic probation and who thereafter violates the code of conduct will be removed from the fieldwork placement program by the SOE’s OCE. If fieldwork placement is required for completion of a degree, license, or certificate, such a dismissal or removal will result in the teacher candidate’s case being referred to the Clinical Standards Committee for review of the teacher candidate’s termination from the program. If the CSC affirms the termination of the teacher candidate from the program, his or her action in coursework and clinical experience within the program will cease immediately.

The Appeals Process
A teacher candidate who wishes to appeal an adverse decision under these procedures, may submit a timely written appeal to the Provost of Hunter College, stating reasons for his/her appeal. The Provost will decide the appeal within a reasonable time period and this decision will be the final decision by the College.

Policy for the Video Analysis of Teaching (VAT)
All teacher candidate for a degree or certificate program at the Hunter College School of Education engage in analyzing video records of their practice for the purposes of gathering evidence for growth. Selected video may then be shared with faculty, supervisors or peers as part of course assignments.

Obtaining Consent
Before teacher candidates record video in clinical placements, consent must be obtained from the mentor/cooperating teacher, and parental/guardian consent, obtained for all students in preschool Birth - Adult. Any breach of this policy is considered a serious violation of the School of Education's Policy on Professionalism listed at the bottom of this page.

Please note that the NYC Department of Education's Media Consent forms are not acceptable. The Hunter College School of Education Consent Forms must be used.

FERPA
FERPA is a federal law that protects K-12 and university students from the disclosure of personally identifiable information. When sharing video records of practice, candidates and faculty must only upload videos to our School of Education approved, FERPA compliant platform. This means that candidates and faculty must only be storing and sharing videos of practice via their School of Education approved account. These accounts are Hunter SOE administered, password-protected and FERPA compliant.

Please note that personal email accounts, Dropbox and YouTube are not FERPA compliant, and do not protect student privacy, and are not appropriate for video analysis.

In addition to exclusively using these approved platforms, at the end of each semester, it is the teacher candidate and faculty’s responsibility to delete any video records from smartphones, computers, or other electronic devices to avoid any videos being shared outside of the School of Education approved account after the course is completed.

Questions and Concerns
For Technical Assistance or other related questions, please email soehelp@hunter.cuny.edu or review the Frankfort Center page on the School of Education website at education.hunter.cuny.edu/frankfort.

The School of Education Policy on Professionalism
The Hunter College School of Education is dedicated to the preparation of deeply thoughtful, knowledgeable and highly effective teachers, administrators and counselors. Our commitment is to educating these candidates — future professionals who will make a significant impact on the academic achievement, as well as the intellectual, social and emotional development of their students

As such, the Hunter College School of Education values professionalism among its students, professors, and staff. In this section, you will find the standards of professionalism that you are expected to follow while a student at Hunter College.

As part of students’ professional development, and in order to nurture a safe and supportive learning environment for professors, teacher candidates, and students alike, all members of the Hunter College School of Education community are expected to adhere to the codes of professionalism outlined below. As a student of the Hunter College, whether you are in class or at your fieldwork experience, you are a representative of Hunter College, and not an employee of the NYC Department of Education (DOE) or any other organization where you are placed, and are expected to adhere to these codes.

Below, you will find the description of the various aspects of professionalism that are expected of the School of Education’s students, both while at Hunter and as a guest in a field site, during coursework and during your clinical experience.

1. Professional Behavior

Interpersonal Relationships: As a member of the Hunter College School of Education community, you shall be courteous to and respectful of faculty, staff, other students, and any other members of the education community irrespective of race, political ideals, belief systems, and gender or sexual identification, so that all may feel at ease in a learning environment where everyone is free to participate in an open exchange of ideas. Throughout your professional career you will be in contact with people from different cultural perspectives, and it is important to be sensitive to these differences. Therefore, you shall make every effort to respect cultural diversity both at Hunter and when you are a guest in a field site, and shall discourage any prejudice or discrimination in your own classroom. You shall at all times respect multiple points of view from your teachers, peers and your own students, and willingly accept constructive feedback from your professors, supervisors, mentors and cooperating teachers.

Punctuality and Attentiveness: Hunter students shall arrive promptly and be attentive in class, without engaging in private conversations, texting, or other activities which may be distracting to you or to other students. As professionals, you are expected to be on time for class, fieldwork, and other appointments.

Professional Attire: As Hunter College teacher candidates or counselors, you are representatives of the School of Education. As such, Hunter College expects that you dress in a professional manner when working in schools or in other professional settings where you will be conducting your clinical experiences.

2. Professional Integrity

Hunter College School of Education students are expected to conduct themselves ethically and with integrity, according to the expectations of the professions of teaching, administration, counseling and educational psychology. You shall interact with your peers, faculty, administrators, classroom teachers, and students, with respect and fairness, as well as follow the rules of confidentiality for your students and peers (see the rights and protections of privacy afforded to Hunter
students by FERPA, the Family Education Rights and Privacy Act). All work you complete shall be your own, and you shall familiarize yourself with Hunter College’s policy on Academic Integrity.

3. Professional Communication

Email Address: You are expected to use your Hunter College email address for all electronic communications relating to your work at Hunter or in the field, since this email address is evidence of your professional affiliation with Hunter. If you absolutely must use an alternative email address, that address should signify who you are (i.e. your name), and not be a nickname, phrase, or be in any way provocative or childish. Conversely, you should avoid using your professional email address for personal correspondence.

Email Etiquette: You shall also follow basic rules of email etiquette. Always include a clear and direct subject line, and be clear and concise in the body of the email. Obey standard rules of grammar and style, write in full sentences, and avoid being overly familiar. Avoid humor, and be aware that written communication is different from face to face communication, since social cues such as facial expressions and tone are lost when writing, and something you might mean as a harmless joke could be taken as an offense by the recipient.

Communicating with Your Professor: When writing to a professor, be sure to indicate your course and section number, and follow the basic rules of email etiquette discussed above. Also include yourEMPLID number.

4. Social Media

Social Media (sites such as Facebook, Twitter, LinkedIn, or any other sites that encourage interactivity with the use of text or multimedia “sharing”) is a powerful tool for communication and networking, with the potential for useful teaching and learning opportunities. Although Hunter College does not have a specific policy related to Social Media, you are cautioned to use common sense with online interactions, and to adhere to the same behavior as described in the above section under “Interpersonal Relationships.” The privacy of others in the community must be respected according to the college’s FERPA policy, which includes the posting of information about, or photos and videos that depict your students or peers.

If you are placed in a DOE facility for your clinical field work, you are required to adhere to the Guideline from the DOE on Digital Citizenship and Social Media which can be accessed at the following website schools.nyc.gov/school-life/school-environment/digital-citizenship.

In addition to the above standards, you should be prepared to adhere to the standards of professionalism that will apply to your future employment as a teacher, administrator, or counselor in a school system. The National Association of State Directors of Teacher Education and Certification defined a model code of ethics for educators in a recent document published on the web:

- Responsibility to the Profession, including upholding the rules, policies, and regulations of the profession, maintaining mental and physical health, and engaging with professional associations.
- Responsibility for Professional Competence. This includes keeping up-to-date on content and pedagogy, disposing of student records, and working to provide all students with equal access to curriculum and resources.
- Responsibility to Students, including respecting their backgrounds, avoiding inappropriate relationships with students, and protecting student privacy.
- Responsibility to the School Community, including working collaboratively with peers, supporting and mentoring new teachers, and communicating with parents in a timely and respectful way.
- Responsible and Ethical Use of Technology. This includes using social media in accordance with school and district policy, monitoring the potential for cyberbullying, and using technology to supplement teaching and learning.

The full text of the above code of ethics can be accessed on the National Association of State Directors of Teacher Education and Certification website at nasdtec.net/page/MCEE_Doc#Top. It is recommended that you take the time to familiarize yourself with these standards, which offer a common framework that will most likely be applicable in some form in any educational institution where you will be employed in the future.
Certification and Licensure

Teacher Education, School Counselor and Leadership
The teacher education, school counseling and leadership programs have been approved by the New York State Education Department (NYSED) to lead to initial and professional certification for in New York State. To be recommended for certification students must complete the approved program of study, take any required certification exams, apply for certification and meet all other certification requirements. Certification requirements and instructions for applying, including program codes, are available on the School of Education’s Certification and Licensure page at education.hunter.cuny.edu/academics/certification-and-licensure. For support with Certification requirements, please contact the Office of Academic & Student Affairs at soe.oasa@hunter.cuny.edu.

Applied Behavior Analysis
There are two credentials that professionals in Applied Behavior Analysis can earn: New York State Licensed Behavior Analyst (LBA) and Board Certified Behavior Analyst (BCBA). The Applied Behavior Analysis (MS) program is approved by the Behavior Analyst Certification Board for Task List 4 and also meets the current educational requirements for the New York State LBA. Certification requirements and instructions for applying are available on the School of Education’s Certification and Licensure page at education.hunter.cuny.edu/academics/certification-and-licensure.

Mental Health Counseling
The Mental Health Counseling program leads to professional licensure in New York State through the Office of the Professions. Licensure requirements are available on the School of Education’s Certification and Licensure page at education.hunter.cuny.edu/academics/certification-and-licensure.

Rehabilitation Counseling
The Rehabilitation Counseling program leads to Certified Rehabilitation Counselor Certification through the Commission on Rehabilitation Counselor Certification. Certification requirements and exam information are available on the School of Education’s Certification and Licensure page at education.hunter.cuny.edu/academics/certification-and-licensure.
School of Education Centers and Initiatives

Hunter College is committed to service – and research-based initiatives that serve the community. These initiatives work directly with community-based organizations, educational institutions, not for profit groups, as well as constituents within the School of Education and Hunter College. Please review the School of Education’s Centers and Initiatives page at education.hunter.cuny.edu/about/centers-and-initiatives for more information on the following programs.

- Center for Gifted Studies and Education
- Elise C. Tepper Education Fellow
- Equity and Advocacy Committee
- Gray Fellowship for Principal Excellence
- The Learning Lab
- Literacy Space
- Mathematics Center for Learning and Teaching
- National Society for Leadership and Success
- NYC Men Teach
- Regional Center for Autism Spectrum Disorders
- School of Education Student Council
- Hunter College Urban Center for Assessment, Research, and Evaluation (UCARE)
Hunter College

School of Nursing

Overview
The Hunter School of Nursing is located at Hunter College’s Brookdale Health Science Center at 425 East 25th Street in Manhattan. The School’s programs combine liberal and professional education with a humanistic and holistic approach to health care. The School’s mission is to provide quality nursing education to promote health and provide care to culturally diverse, urban, and global communities through research, scholarship and service.

The School offers accredited programs leading to the Master of Science (MS) and the Doctor of Nursing Practice (DNP) degrees. The School also offers a post-graduate advanced certificate program (Psychiatric/Mental Health Nurse Practitioner). Graduates meet the educational requirements for national board certification in their specialties. In addition, a PhD program in Nursing will begin in Summer 2022.

What can I do with my degree in Nursing?
The MS program educates nurses for roles as Adult-Gerontology Primary Care Nurse Practitioners (NPs), Psychiatric-Mental Health NPs, Adult-Gerontology Clinical Nurse Specialists, Community/Public Health Nursing and Nursing Administration (dual degree in Urban Policy and Leadership). The post-graduate certificate program prepares Psychiatric/Mental Health NPs. The DNP program offers concentrations for Adult-Gerontology NPs, Family NPs and Psychiatric-Mental Health NPs.

Accreditation
The baccalaureate degree in nursing programs, the master’s degree in nursing programs, and the Doctor of Nursing Practice program at Hunter College are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

Licensing
Graduates of the NP programs and the CNS program are eligible to for New York State certification and meet the educational requirements for national board certification.

Centers
The Health Professions Education Center (HPEC) is an academic learning center serving all students and faculty at the Hunter College Nursing and School of Health Professions. A variety of comprehensive support services and programs are offered at the HPEC to enhance student academic success, retention, and completion rates by applying best practices and addressing student learning needs from multiple pedagogical perspectives. Our services are designed to develop critical thinking, reinforce practice of clinical skills, and foster a supportive, professional environment for student collaboration and scholarship.

The HPEC combines traditional approaches to teaching with new instructional technologies that reflect the dynamic nature of all health professions. Services at the center include:
- Access to the largest collection of health-related videos and instructional media within CUNY.
- Computer-aided educational software and virtual training technologies.
- Access to state board testing preparation programs.
- Technology support at the Hunter College Brookdale Campus.
- Beta testing and evaluation of new instructional media.
- Faculty consultation for research and classroom media integration.
- Development and administration of e-learning initiatives, online testing, and digital content.
- Individual and group study support.
- Simulation laboratory support through the New York Simulation (NYSIM) Center.

Faculty and students from all Hunter College schools and departments are always welcome to view the many resources available at the HPEC.

Director: Martin Dornbaum; Mezzanine floor, Brookdale West Building; (212) 481-5129, mdornbau@hunter.cuny.edu

Evening Supervisor: Peter Marquez; edcenter@hunter.cuny.edu

Website: http://www.hunter.cuny.edu/shp/centers/hpec/

The center maintains regular office hours throughout the academic year, Monday-Thursday 9AM-9PM and Fridays 9AM-5PM.

Center for Nursing Research
The mission of the Center for Nursing Research (CNR) at SON is to support and facilitate the development of nurse scientists and their research.

The Goals of the CNR:
- Foster a sustainable culture of scholarship
- Develop an infrastructure to support and disseminate nursing research
- Facilitate interprofessional research collaboration
- Engage students in the research process

The CNR offers support to faculty in all stages of the research process, from conceptualization of research design through obtaining funding, implementation of the research project, data analysis and publication of findings.

Opportunities are provided for students to participate in research with faculty as research assistants. The Center assists students in the preparation of research posters for presentation at nursing conferences and the CNR annual Evidence-Based Practice Poster Day.

Hunter College School of Nursing is a partner in a major research consortium of the Weill Cornell Medical College Clinical and Translational Science Center (CTSC). The mission of the CTSC is to provide an environment that allows optimal use of our considerable multi-institutional assets and the diversity of our patient population to move translational research seamlessly from bench to bedside and to the community. The CTSC acts as a conduit through which essential resources, technological tools and education programs for all partners can be efficiently shared and managed. The multi-institutional consortium includes The Weill Cornell Graduate School of Medical Sciences, New York Presbyterian Hospital, Memorial Sloan-Kettering Cancer Center, the Hospital for Special Surgery, the Hunter College School of Nursing, the Hunter College Center for Translational and Basic Research and the Cornell University Cooperative Extension in New York City.

Administration
425 East 25th St.
New York, NY 10010
www.hunter.cuny.edu/nursing

Interim Dean, W.R. Hearst Foundation Chair in Gerontology, Professor
Elizabeth Capezuti
WS30 Brookdale Campus
Hunter College

212-481-7689

**Associate Dean, Research, Rudin Professor of Nursing**  
Elizabeth Cohn  
W622 Brookdale Campus  
(212) 396-7202

**Associate Dean Undergraduate Programs, Lecturer**  
Generic, A2D and RN-BS Programs  
Barbara Ravida  
W503 Brookdale Campus  
(212) 481-7146  
(212) 481-4427 (fax)

**Associate Dean Graduate Programs, Clinical Professor**  
Cheryl Zauderer  
W506 Brookdale Campus  
(212) 481-7147  
(212) 481-4427 (fax)

**Associate Dean DNP Programs, W.R. Hearst Foundation Chair in Clinical Nursing, Clinical Professor**  
Steve Yermal  
W600A Brookdale Campus  
(212) 396-7144
**Silberman School of Social Work**

**Overview**

The Lois V. and Samuel J. Silberman School of Social Work at Hunter College (SSSW) is the largest and oldest public school of social work in metropolitan New York. Founded in 1956 and accredited since 1958, the School educates and trains outstanding social work professionals, who are lifelong learners engaged in knowledgeable, ethical practice with communities locally, nationally, and globally. Guided by this mission, the School is uniquely committed to social work excellence in the public interest. Its classroom curriculum, practicum experiences, and community-engaged partnerships are focused on supporting persons, families, organizations, and communities, while respecting the humanity of all individuals. The School enrolls around 1,300 students in its flagship Master of Social Work (MSW) and growing Bachelor of Social Work (BSW) programs, along with nationally recognized continuing education, executive leadership, dual master’s degree, and doctoral programs.

The Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs offered by the Silberman School of Social Work at Hunter College are accredited by the Council on Social Work Education, 1701 Duke Street, Suite 200, Alexandria, VA 22314.

**Campus**

With the support of the Silberman family and the Hunter College senior administration, the School moved to a state-of-the-art campus in East Harlem in 2011, designed specifically to meet its needs in the community. The School was also renamed in honor of its benefactors Lois and Samuel Silberman, whose generosity not only made this relocation possible but has also steadily supported and enhanced the School for more than half a century. The Silberman Building includes a well-resourced and beautiful library; community meeting spaces; state-of-the-art classrooms and conference rooms; four computer labs with extensive software; an interior courtyard garden; and a large terrace. Co-located with the School of Social Work in the Silberman Building are the library and archives of Centro, the Center for Puerto Rican Studies at Hunter College; the Hunter East Harlem Gallery; and the Brookdale Center for Healthy Aging. These resources each enhance the School’s cross-disciplinary learning environment. Together with all of Hunter College, the Silberman School of Social Work is dedicated to engaging and supporting its dynamic neighbor communities in East Harlem, and communities across the New York region and beyond.

**What Can I Do with my Degree in Social Work?**

A degree in social work opens up a range of exciting and meaningful professional opportunities. Most broadly, social workers support the complex needs of individuals, groups, communities, organizations, and populations across the lifespan. The National Association of Social Workers (NASW) underlines the depth and breadth of this work, describing social work practice as:

- the application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes.

The practice of social work requires knowledge of human development and behavior; of social and economic, and cultural institutions; and of the interaction of all these factors.

There is significant need across the United States for professionals who possess that knowledge along with the unique values, principles, and techniques that a social work education confers. According to the U.S. Bureau of Labor Statistics, "Overall employment of social workers is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations [7%]" (BLS 2018). This growth is driven by increasing demand in the healthcare and social service sectors. Earning a social work degree is not only intellectually stimulating and socially transformational— it also offers many opportunities for career advancement.

The Silberman School of Social Work at Hunter College is committed to preparing its students for practice and research across this dynamic, growing array of professional environments, approaches, and specializations. Silberman students gain comprehensive knowledge and practice capability in one of three dedicated methods; develop specialized understanding and experience in a field of practice specialization; benefit from rich professional development resources within the School and College community, alongside the support of highly accomplished faculty; and learn amid an abiding, School-wide culture committed to social justice inside and outside the classroom.

The Silberman School of Social Work is also committed to ensuring that students are prepared to take and pass the Licensed Master Social Worker (LMSW) licensure exam, administered by the Association of Social Work Boards (ASWB). Licensure is the national standard for practicing social workers. The School’s Licensure Central initiative is a digital gateway that provides students with resources, materials, information, and practical steps to help them become licensed LMSWs. It is available through the Hunter Blackboard portal. The School’s Department of Continuing Education, additionally, offers courses for alumni and others dedicated to licensure preparation.

These characteristics, among many, define the professional preparation and competitive edge that Silberman School of Social Work students bring into their entire careers.
School of Urban Public Health

Overview
Hunter College’s School of Urban Public Health educates students to contribute to improving urban health by addressing problems such as HIV, substance abuse, asthma, obesity, under-nutrition, violence, heart disease and cancer. The School offers undergraduate programs in Community Health and in Nutrition. Hunter’s School of Urban Public Health shares an eight-story, 147,000-square-foot green building on Third Avenue between East 118th and 119th Streets with the Silberman School of Social Work at Hunter College. Faculty, staff and students from both schools work closely with community organizations and health and social service agencies in East Harlem to strengthen existing and create new approaches to improving the well-being of East Harlem and other low-income communities.

The MS degree in Nutrition is designed for individuals seeking to attain the RD credential. The MS in Nutrition is an accredited didactic program in dietetics (DPD), completion of which certifies eligibility to apply for a dietetic internship.

The Accelerated BS/MS is for third year NFS majors who are interested in completing their degree and then continuing at Hunter to obtain a master’s degree and verification statement (students will be provisionally accepted into the program in their junior year but must maintain grade requirements to matriculate into the MS-DPD program). This accelerated pathway provides the opportunity for undergraduate students to remain at Hunter for their graduate coursework providing students the opportunity for academic acceleration to a graduate degree.

What can I do with my degree in Nutrition and Food Science?
Graduates of the NUTR-MS program may work as nutritionists in a wide variety of health care facilities including hospitals and public health agencies. Since the MS-Nutrition curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the credentialing arm of the American Dietetic Association (ADA), the program will qualify students from the BS/MS accelerated track to apply for Dietetic Internships and continue their professional preparation for the Registered Dietitian (RD) credential.

Accreditation
The NUTR-MS is a didactic program in dietetics (DPD), accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation of Dietsctics Education (CADE), the accrediting agency of the Academy of Nutrition and Dietetics. The Dietetic Internship is also accredited by ACEND. Both the DPD and DI programs are designed for individuals seeking to become eligible to sit for the national registration examination in dietetics to become credentialed as a Registered Dietitian (RD).

Administration
Campus Director
Khursheed Navder, PhD, RDN, FAND
Room 612, (212) 396-7775
knavder@hunter.cuny.edu

Silberman Campus
2180 Third Avenue (119th Street and Third Avenue, 5th floor)
New York NY 10035
http://www.hunter.cuny.edu/uph

For information, contact:
Nzinga Ajani
Silberman 5th floor
Dean’s Suite
212 396 7729 -or-
http://www.hunter.cuny.edu/uph

Faculty
Faculty of School of Urban Public Health
School of Health Professions

Overview
Hunter’s Institute of Health Sciences, dedicated to the educational preparation of a range of health care professions, opened its doors on East 106th Street in 1968. Six years later, the Institute became the School of Health Sciences and moved downtown to the Brookdale Campus. In 2014, the name was changed to the School of Health Professions. Today the School’s mission is the education of the next generation of health care professionals in the areas of Speech-Language Pathology and Audiology and Physical Therapy. These professionals will work in health care centers, schools, organizations and private practice to improve the lives of those they assist through direct service delivery, research and education.

Facilities
Brookdale Health Science Center
425 East 25th Street
New York NY 10010

Administration
Administrative Offices:
6th Floor West
(212) 481-4313

The Centers
Center for Communication Disorders
The Hunter College Center for Communication Disorders (Speech-Language-Hearing Clinic) is located at the Brookdale Health Sciences campus, 425 East 25 St., Room 133 North. The Center is an integral part of the Communication Sciences Program. The Center provides diagnostic and therapeutic services for a wide variety of language, speech, voice, fluency, swallowing, hearing, communication modality, and social communication disorders. Audiological services include complete audiological evaluations, auditory processing disorder testing, and auditory brainstem response assessment with state of the art instrumentation. Services are available to the Hunter College community as well as the general public. Appointments can be made by calling (212) 481-4464.

Academic Services for Faculty, Students and Staff
Hunter Health Professions Library (HPL)
The Hunter Health Professions Library (HPL) is located on the Brookdale Campus and is open 74 hours a week. HPL supports the curricular and research needs of the CUNY School of Public Health at Hunter College, Hunter-Bellevue School of Nursing and the Hunter School of Health Sciences. It also serves several research institutes at Brookdale, namely the Brookdale Center on Aging, the Center for Community and Urban Health, and the Center for Environmental & Occupational Health. The library has 26,500 volumes and 224 professional journals housed in its 10,000 sq./ft. In addition, full-text articles from over 50,000 journals are accessible via the library’s electronic resources. The library provides seating for 212 (156 in the library and 56 computers).

The Health Professions Education Center (HPEC)
Anthropology Department

Overview

Anthropology is the study of humanity in all its cultural and biological diversity. In the United States, the discipline traditionally includes four fields: archaeological, biological, cultural, and linguistic anthropology, although research increasingly examines questions at the borders of the fields or which span more than one field. Anthropology provides essential foundations and perspectives for the study of the social and natural sciences and the humanities, as well as for applied professions such as education, public health, and social work. The Anthropology curriculum emphasizes original research, scholarly writing, informed critical thinking, and the understanding of and tolerance for diverse cultures and ways of life.

We consider hands-on training in qualitative and quantitative methods to be an integral part of graduate training. The faculty is actively involved in interdisciplinary teaching, interdepartmental collaborative efforts, and individual and team research projects, including many that involve new information technologies, cultural resource management, environmental impact assessment, ethnicity and gender, regional and area studies, and economic development, to name a few. The Department is also committed to involving graduate students in ongoing faculty-supported research, and in encouraging independent student-initiated research projects.

The Master’s program is tied to the evening course schedule with the majority of courses commencing after 5:00 PM, thereby offering a unique educational resource in an urban area where the majority of potential graduate students are self-supporting and hold full-time jobs.

What can I do with my degree in Anthropology?

The program prepares you for further study in a Ph.D. program, as well as for careers in government, the private sector, non-governmental organizations, museums, and numerous other fields.

Administration and Faculty

Department Office:
722 North
(212) 772-5410
http://hunter.cuny.edu/anthropology

Chair and Graduate Adviser:
Leo Coleman
722 Hunter North
(212) 396-6780
anthroma@hunter.cuny.edu

Programs

ANTHRO-MA - Anthropology

Courses

ANTH70100 - Foundations of Anthropology
ANTH70204 - Postcards to Pinterest: Privacy
ANTH70210 - Law and Anthropology
ANTH70241 - Anthropology of Media
ANTH70249 - Intro to Museum Curation
ANTH70251 - Ecological Land Use Settlement
ANTH70253 - Practice Museum Work
ANTH70255 - Prod Exchange & Soc
ANTH70257 - Sem Nomad Past & Dev
ANTH70259 - Sem Reg Persip Anthro
ANTH70261 - All American Women
ANTH70263 - Anthro Demography
ANTH70265 - Race and Ethnicity
ANTH70267 - Anthropology of Time Use
ANTH70270 - Time Alloc Analysis
ANTH70272 - Environmental Global & Culture
ANTH70274 - Gender & Development
ANTH70282 - Music & Revolution: Mid East & Nth Af
ANTH70284 - Sem: Gender & Develop
ANTH70286 - International Migration
ANTH70288 - Ethnicity, Gender & Disease
ANTH70290 - Sociology Human Rights
ANTH70292 - African Influence Cuban Cultur
ANTH70294 - Visual Anthropology
ANTH70296 - Space & Time Ethnol Afr
ANTH70298 - European Race Reltns
ANTH70300 - History: Anthropological Theory
ANTH70353 - Ethnicity & Nationalism
ANTH70400 - Field Research
ANTH70460 - Gangs and Criminal Community
ANTH70600 - Master's Thesis Seminar
ANTH70750 - Secrecy & Culture in East Eur
ANTH70800 - Religion & Ideology
ANTH71000 - Psychological Anthropology

ANTH70200 - Seminar in Ethnology
ANTH70209 - Religious Words & Worlds
ANTH70240 - Jewish Diaspora Europe
ANTH70247 - Globalization and Culture
ANTH70250 - Seminar in Economics
ANTH70252 - Field Technology & Methods
ANTH70254 - Sem: Urban Anthropology
ANTH70256 - Anthropology and Energy
ANTH70258 - Afro-American Culture in US
ANTH70260 - Anth & Contemp Educ
ANTH70262 - Anthropology of Food
ANTH70264 - Contemp Cuban Cultur
ANTH70266 - Anthro of Israel
ANTH70269 - Anthro & Africa Today
ANTH70271 - Sem 5 Eur Fam Soc
ANTH70273 - Immigrant Employment NY
ANTH70276 - Myth of Equal Access
ANTH70283 - Ethnomed Hell Bsn
ANTH70285 - Sem:Ethnomusical 2
ANTH70287 - International Human Rights
ANTH70289 - Dynamics of Cultural Change
ANTH70291 - Polish Eco Eastern Europe
ANTH70293 - Space & Time Ethnology
ANTH70295 - Country & City: Comp Persp
ANTH70297 - Ethnology of Brazil
ANTH70299 - Ethnology of the USA
ANTH70311 - Anthropology & History
ANTH70360 - Borders, Badi Trans Org Crime
ANTH70451 - Sp Prj: Remote Sens
ANTH70500 - Quantitative Measures
ANTH70700 - Kinship and Social Structure
ANTH70751 - Family & Household in Anthop
ANTH70900 - Folklore & Mythology
ANTH71100 - Economic Anthropology

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<td>Hunters and Gatherers</td>
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<tr>
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Art & Art History Department

Overview
The Hunter College Department of Art & Art History offers two distinguished master’s programs, an MA in art history and an MFA in creative art. The department boasts world-renowned faculty in art history and studio art.

Hunter is situated within walking distance of a range of resources unsurpassed anywhere for the study of art history: outstanding museums, galleries and specialized research libraries. The Art History - MA, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

In New York, as nowhere else, the Studio Art - MFA student has access to the changing ideas and forms of contemporary art. This is crucial to the achievement of the goal of the MFA program: to develop professional artists capable of continued growth once they leave the relatively structured university environment. The program is designed to offer broad training for the artist in the development of critical and analytical visual thinking as it relates to their work. Students are encouraged to develop their own art through constant peer contact in the studio, individual work with faculty tutors, critical seminars focusing on student work, and classes in the theory and history of art. Electives in a range of studio practices broaden student experience and are also required. In addition, many artists, curators, critics and historians are invited to meet with students.

Art Facilities and Galleries

Facilities
The department functions in two main Manhattan locations, the main campus at 68th Street and Lexington Avenue and the MFA Studio Building at 205 Hudson Street in Tribeca. The main campus at 68th Street houses the administration, the Leubsdorf Art Gallery, and the Zahar Art Library with extensive databases including Artstor, a digital source of over one million images in the arts and humanities. It also houses fully equipped workshops on the 11th floor in photography, graphics (printmaking), metal, wood and plaster, as well as a computer lab and painting and drawing studios. The basement of Thomas Hunter Hall, the adjacent building, houses the clay workshop.

The MFA Building is a large, unique facility that plays a significant role in the life of the college and, indeed, the city as a whole. It has studio space for up to 150 students and a 5,000 square foot gallery. The building houses a number of workshops and labs including photography, wood, metal, printmaking and ceramics studios, as well as digital audio and video production labs.

Galleries
The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, houses professionally organized exhibits that support the educational programs of the Department of Art & Art History at Hunter College. The gallery at 205 Hudson Street is home to each semester’s MFA theses exhibitions and other exhibitions supporting the department’s educational mission. Students in both the MA and MFA programs have opportunities to make curatorial and research contributions to shows mounted at the Hunter College Galleries. The Department and its students are also involved with the Artist’s Institute, located in a townhouse on East 66th Street, and with the Hunter East Harlem Gallery, on 119th Street and Third Avenue.

Administration and Faculty

Chair:
Howard Singerman
N1054
(212) 772-4995
howard.singerman@hunter.cuny.edu

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email: art@hunter.cuny.edu
www.hunter.cuny.edu/art/

Programs
ARTCREA-MA - Art
FINART-MFA - Art

ARTHIST-MA - Art History

Courses
ARTCR60010 - Advanced Problems in Design
ARTCR61151 - Advanced Painting 1
ARTCR61153 - Advanced Painting Tutorial 1
ARTCR61155 - Advanced Painting I
ARTCR61157 - Advanced Painting Tutorial 1
ARTCR61159 - Advanced Painting 1
ARTCR61161 - Advanced Painting Tutorial 1
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Biological Sciences Department

Overview
The Department of Biological Sciences has graduate and post-graduate research programs in molecular and cell biology, cancer biology, molecular and developmental genetics, and molecular neuroscience. Students may obtain the MA from Hunter College and/or the PhD jointly from Hunter College and the City University Graduate Center. The doctoral program is designed to prepare students to cope with the radical changes in direction and experimental approaches that will characterize future developments in biology, as well as to train highly qualified research scientists who are fully equipped to teach and to direct research in a wide variety of university and industry programs in the biological sciences.

Faculty of the department are pursuing projects in the forefront of modern research. In addition to the individual research laboratories, a number of shared facilities are housed in the department. They include transmission and scanning electron microscopes, a bioinformatics and sequencing facility equipped with an Illumina MiSeq and Oxford Nanopore Minion sequencers, an Agilent Electrophoresis Bioanalyzer and a Galaxy Web accessible Bioinformatics Platform all supported by a high performance computing cluster, a bioimaging facility, a fluorescence-activated cell sorter and a biopreparation facility. Several facilities are available through the chemistry department, including X-ray diffraction, NMR, mass spectroscopy and biomolecular computation. Shared modern animal facilities are also available.

What can I do with my degree in Biological Sciences?
A degree in the Biological Sciences opens up many career pathways. Biology graduates go on to complete graduate (MS, PhD, or MD/PhD) and professional degrees (MD, DO, DDS, DVM, OD, PharmD, etc), work in the biotech industry, education, in wildlife management, as a government scientist, or in a variety of other rewarding careers. The biotechnology and pharmaceutical industries are among the largest in the U.S. and there is great demand for professionals with biotechnology expertise. Graduates are prepared for careers in research science positions, regulation of drug approval and other biotechnology applications, management positions in the biotechnology industry, and positions at law firms in the biotechnology area.

Programs and Courses
Graduate Doctorate
- Doctoral Program in Biological Sciences

Master’s Programs
- Biological Sciences - MA
- Biochemistry - MA
- Adolescent Biology - MA / Advanced Certificate

Administration and Faculty
Chair:
Ben Ortiz
68th Street North 800A
212-772-5670
ortiz@genectr.hunter.cuny.edu

Department Office:
927 North
(212) 772-5293
Fax: (212) 772 5227
Website: http://biology.hunter.cuny.edu
Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

Programs
BIOLSCI-MA - Biological Sciences

Courses
BIOL60000 - Molecular Biology 3
BIOL60400 - Biology Education I
BIOL61000 - Workshop in Biotechnology
BIOL62000 - Internship
BIOL64000 - Biodiversity and Evolution
BIOL66000 - Challenging Concepts Biology
BIOL70050 - Genetics
BIOL710LB - Molecular Biology-Lab
BIOL71400 - Cell Biology
BIOL72200 - Endocrinology
BIOL75003 - Developmental Biology

BIOL60200 - Molec Genetics:Science Educ
BIOL60500 - Biology Education 2
BIOL61055 - Lab Workshop/Biol Education
BIOL63000 - Science and Society
BIOL65000 - Cell and Tissue Culture
BIOL70000 - Genetics
BIOL70N03 - Image Analysis Bio Structures
BIOL710LC - Molecular Biology-Lecture
BIOL71401 - Cell Biology
BIOL73000 - Plant Physiology
BIOL75004 - Physiology-Nervous System
Chemistry Department

Overview

The Department of Chemistry offers a range of graduate educational opportunities with strengths in both the fundamental areas of the discipline and in emerging fields and applications. Students may obtain the PhD degree from Hunter College jointly with the City University of New York (CUNY) Graduate Center with concentrations in: Analytical Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry, Biophysical Chemistry, Biochemistry, Nanotechnology and Materials Chemistry, and Environmental Chemistry. Additionally, students may also obtain the MA degree in Biochemistry jointly offered by the Department of Chemistry and the Department of Biology from Hunter College, or an MA in education jointly offered by the Department of Chemistry and the School of Education of Hunter College. Graduate level courses are offered at Hunter College and in the CUNY Graduate Center. Master’s programs can be completed as a full- or part-time student, with or without a research thesis. Most graduate courses for Master programs are offered in the evening to facilitate enrollment of part-time students.

A major goal of our graduate programs is to train research scientists to create new knowledge that impacts both fundamental scientific principles and addresses societal needs. The continuing success and future development of most areas in academic, industrial, and government institutions will increasingly depend on a well-trained science workforce for innovation, planning, and policy. The vibrant and well-funded research labs of our faculty in the Department of Chemistry at Hunter College provide the essential part of research training of the graduate programs. Students in Ph.D. program are expected to start their independent research at the end of the first year of study, and to complete their thesis on an original research subject under the supervision of our faculty. Students can also opt to pursue an independent pedagogical research project as part of their thesis research. The research activities are further supported by an array of shared facilities and the state-of-art instruments including the NMR facility, the X-ray crystallography and electron microscope facility and the Mass-spectrometry facility. Other facilities and instruments are available in the Department of Biosciences and in the NIH funded Hunter Gene center.

What can I do with my degree in Chemistry?

The department provides training for students planning careers in the chemical sciences, biology, medicine, earth sciences, secondary education, business, and law across the chemical enterprise in academia, industry, government, and private practice.

Programs and Courses

Biochemistry - MA
Adolescent Chemistry - MA / Advanced Certificate
Doctoral Program in Biochemistry
Doctoral Program in Chemistry

Doctoral Program in Chemistry

Students are encouraged to apply directly to the PhD program, which is offered in conjunction with the CUNY Graduate School and University Center. PhD dissertation research is carried out in the Hunter College Department of Chemistry. A PhD in biochemistry is also offered in conjunction with the CUNY Graduate School and University Center. For further information contact Professor Akira Kawamura, 1312 North Building, (212) 650-3095 or visit the website at http://www.gc.cuny.edu

Administration and Faculty

Chair:
Akira Kawamura
1312 North
chairche@hunter.cuny.edu

Department Office:
Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM
1307 North
(212) 772-5330
Website: http://www.hunter.cuny.edu/chemistry

Assistant to the chair:
Ms. Mirela Settenhofer
msettenh@hunter.cuny.edu

Administrative coordinator:
Ms. Shontel Houston
shousto@hunter.cuny.edu

Programs

BIOCHEM-MA - Biochemistry
CHEM-MA - Chemistry

Courses

BIOCH71000 - Adv Biochemistry Lec
BIOCH710U2 - Advanced Biochem 2
BIOCH71201 - Adv Lab Tech Research in BioCh
BIOCH71203 - Adv Lab Tech Research in BioCh
BIOCH71551 - Seminars in Biochemistry
BIOCH71553 - Seminars in Biochemistry
BIOCH750U0 - Bioorganic Chemistry
BIOCH77902 - Thesis Research
CHEM62000 - Environmental Pollution
CHEM63000 - Science and Society
CHEM64100 - Biochemistry 2
CHEM64900 - Instrumental Analysis
CHEM65500 - Demonstrations, Models & Tech
## Classical & Oriental Studies Department

### Overview

The Department of Classical and Oriental Studies offers graduate programs in Latin and Chinese.

The Chinese Language and Literature program offers language courses in Modern Chinese (Mandarin) and Classical Chinese as well as courses taught in English on traditional and modern Chinese literature and culture. The program includes the B.A. major in Chinese Translation and Interpreting which provides students with a grounding in translation and interpretation skills working between Chinese and English.

The Latin program is offered with the Classical and Oriental Studies Department and is designed to serve individuals who do not have certification in the teaching of Latin. The applicant must be admitted by both the School of Education and the Classical and Oriental Studies Department.

### What can I do with my degree in Classical and Oriental Studies?

- **Adolescent Education Chinese** (Academic Plan: CHINAE-MA) prepares candidates to teach Chinese to grade 7-12 students of diverse backgrounds, abilities, and interests. This program is not designed for individuals who already have NYS certification in Chinese 7-12.

- The Latin master's and advanced certificate programs prepare candidates to teach Latin in grades 7-12 to students of diverse backgrounds, abilities and interests. This program is not designed for individuals who already have NYS certification in Latin 7-12.

- The Master of Arts Program in Translation and Interpreting (MATI) is a professional degree program that prepares students for careers in translation and interpreting serving governmental and non-governmental organizations and all levels of institutional needs in the private and public sectors. Offered both online and in-person the program provides a clear professional path for advanced bilingual students, training them to perform community, legal, medical and conference interpreting as well as written translation in an array of in-demand subject fields. This program serves three language tracks currently, the Chinese, Russian and Spanish and also accepts students working in the major internet languages including Arabic, French, German, Italian, Korean, and Portuguese.

### Programs and Courses in Chinese and Latin

- **Adolescent Chinese - MA**
- **Adolescent Latin - MA / Advanced Certificate**
- **Classics**

### Administration and Faculty

**Chair:**  
David Petrain  
1425 West  
(212) 772-5181  
dp713@hunter.cuny.edu

### Programs

**TRNINTP-MA - Translation and Interpreting**

#### Courses

| CHIN70100 - Chinese Phonology | CHIN70200 - Modern Chinese Pedagogy Gr |
| CHIN70300 - Chinese Orthography | CHIN70500 - Topics Advanced Conversation |
| CHIN70600 - Topics in Advanced Writing | CHIN70700 - Topics in Advanced Reading |
| CHIN70900 - Topics Chinese Culture Society | CHIN70901 - Independent Study |
| CHIN70902 - Independent Study | CHIN70903 - Independent Study |
| CHIN71003 - Topics in Pedagogy | CHIN71010 - Topics Chinese Pedagogy |
| CHND71200 - Methods 1 Chinese | CHND71300 - Methods 2: Intensive St |
| CHND72100 - Studnt Teach Chinese | CHND74110 - Practicum in Chinese (7-9) |
| CHND74120 - Pract in Chinese, Grds 10-12 | CHND74150 - Supervised Teaching: Chinese (KC) |
| CLA70100 - The Legacy of Ancient Greece | CLA70200 - The Legacy of Ancient Rome |
| CLA70300 - Surv Classical Lit/Translation | CLA70400 - Surv Classical Lit/Translation |
| CLA70500 - Greek & Latin Roots/English | CLA70600 - Supervised Reading |
| CLA70651 - Mediterranean in Bronze Age | CLA70700 - Classical Literature Transl |
| CLA74100 - Homeric Archaeology | LAT70100 - Lit of Early Republic |
| LAT70200 - Literature of Early Republic | LAT70300 - Literature of the Early Empire |
| LAT70400 - Literature of the Late Empire | LAT70500 - Caesar |
| LAT70600 - Cicero | LAT70700 - Vergil |
| LAT70800 - Supervised Reading | LAT70851 - Elegiac Poets |
| LAT70900 - Latin Composition | LAT71000 - Topics in Latin Lit |
| LAT71001 - The Roman Army | LAT71002 - Caesar in Gaul |
| LAT71003 - Spolia & Spoliation Latin Lit | LAT71004 - The Domus in Latin Literature |
| LAT71005 - Natural Disasters Roman Lit | LAT71006 - Roman Religion in Latin Lit |
| LAT71007 - Roman Slavery | LAT71100 - Literature: Republic |
| LAT71200 - Lit: Augustan Age | LAT71300 - Literature of the Empire |
| LAT72500 - Ovid | LAT72600 - Horace and Catullus |
| LAT72700 - Speaking & Writing Latin | LATED71200 - Methods 1: Teaching Latin |
Computer Science Department

Overview

The Department of Computer Science offers an MA degree. A PhD program in computer science is offered at the CUNY Graduate Center.

What can I do with my degree in Computer Science?

There is demand in industry and in doctoral programs for master's-level computer science graduates who have both an understanding of the theoretical foundations of computing and expertise in its applications. The MA program in Computer Science at Hunter College bridges the gap between a traditional undergraduate degree and an advanced path for a student's future. Hunter College, recognizing the need for an affordable, conveniently located program in computer science, offers a master of arts in computer science.

Program and Courses in Computer Science

- Computer Science MA

Administration and Faculty

Chair:
Ioannis Stamos (Acting)
1090K North
(212) 772-5213
Email: istamos@hunter.cuny.edu

Department Office:
1008 North
(212) 772-5213
Email: csinfo@hunter.cuny.edu
http://www.cs.hunter.cuny.edu
Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

Programs

COMPSCI-MA - Computer Science

Courses

CSCI70100 - Operating Systems
CSCI70500 - Algorithms
CSCI70900 - Programming High Level Lang
CSCI71000 - Computational Theory
CSCI74000 - Computer Modelling & Simulation
CSCI75100 - Cryptography
CSCI75300 - Graph Theory 2
CSCI76100 - Artificial Intelligence
CSCI77200 - Contemp Office Techniques
CSCI77400 - Real Time Systems 1
CSCI77600 - Software Metrics
CSCI77800 - Ethics and Computer Science
CSCI79500 - Seminar: Comp Linguistics
CSCI79502 - Seminar: Machine Learning
CSCI79504 - Seminar: Adv Comp Graph Tec
CSCI79506 - Error Correcting Cds
CSCI79508 - Seminar in Knowledge Rep
CSCI79510 - Database Management
CSCI79512 - Sem Fuzzy Sets, System
CSCI79514 - UltraHigh Speed Networks
CSCI79516 - Form Lang & Autom Theo
CSCI79518 - Sem Comp Linguistics
CSCI79520 - Computer Vision
CSCI79522 - Deep Learning
CSCI79524 - Parallel Computing
CSCI79526 - Intro to Reactive Programming
CSCI79528 - VR, AR, Mixed Reality
CSCI79530 - Advanced Visualization Tools
CSCI79800 - Project in Computer Science

CSCI70000 - Data Struct High Level Lang
CSCI70700 - Mod Tpcs Concepts Comp Sci
CSCI71000 - Contemporary D Base Technique
CSCI72200 - Form Meth Programming Language
CSCI73000 - Computer Systems
CSCI75000 - Combinatorial Comp
CSCI75200 - Graph Theory 1
CSCI76000 - Computational Linguistics
CSCI77100 - Software Engineering
CSCI77300 - Data Comm & Networks
CSCI77500 - Real Time Systems 2
CSCI77600 - Software Metrics
CSCI79300 - Independent Study Comp Science
CSCI79501 - Sem: Gen. Algorithms
CSCI79502 - Sem: 4 Color Problem
CSCI79505 - Seminar: Comp Graph & Computing
CSCI79507 - Sem: Computational Geometry
CSCI79509 - Cognition & Computation
CSCI79511 - Machine Language: Induction
CSCI79512 - Adv Discr Stru
CSCI79515 - Multi-Valued Logic
CSCI79517 - Software Verificatio
CSCI79519 - Sem: Machine Learning 2
CSCI79520 - Advanced Programming Languages
CSCI79523 - Data Networking
CSCI79525 - Seminar: Big Data
CSCI79527 - Microprocessing & Embedded Sys
CSCI79529 - Intro to Computer Security
CSCI79551 - Advanced Topics
CSCI79900 - Thesis Research Computer Sci
Curriculum & Teaching Department

As part of the largest department in the Hunter College School of Education, Curriculum & Teaching programs prepare teachers and other school personnel in the areas of Childhood Education (elementary), Adolescent Education (secondary), Early Childhood Education, Literacy, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL-K-12 and Adults), Creative Arts Education, Computer Science Education and Administration & Supervision. Our primary mission is to prepare teachers and school leaders for any education environment, although we are particularly committed to preparing teachers for the challenges of public education in an urban setting.

The Department of Curriculum and Teaching houses the majority of programs and courses in the Hunter College School of Education, working closely with departments in the School of Arts & Sciences to train teachers in content area knowledge, and in the methods of teaching such subject areas as English/Language Arts, Social Studies, World Languages, Music, ESL, Bilingual Education, Math, and Science. Our programs assist future teachers and administrators to be thoughtful and knowledgeable educators by advocating for their students' academic and social well-being. We also advocate approaches to education that promote social justice in schools, local communities and the broader society.

Location: 10th Floor - West Building

Email: ctdept@hunter.cuny.edu

Courses

ADSUP70000 - Human Relations
ADSUP70200 - School Building Leadership
ADSUP70400 - Lead/Human Resources
ADSUP70600 - School Field Exp
ADSUP70800 - Dist Reg Field Exp Sem Adm & Sup
ADSUP71000 - Pln/Imp Tech: K - 12
ADSUP71200 - Data Driven Decision
ADSUP71400 - Lead School Reform
ADSUP71600 - Leadership & Reform
ADSUP72000 - Curr Theory & Design
ADSUP72200 - Ed Prblems & Issues
ADSUP72400 - Admin Sup Spec Ed
ADSUP72451 - Sup of Instr Biling
ADSUP72600 - Sup Spec Ed
ADSUP72700 - Studies: Hist of Ed
ADSUP72839 - Lang Use/Bilingual Admin
ADSUP72862 - Sel Tpcs/Ref Mtls
ADSUP73100 - Data/Tech & Curr
ADSUP75100 - Sch/Region Field Exp (KC)
ADSUP77700 - Indep St Admin Supvn
ADSUP77900 - Indasp Stt Admin.Suppress
ARTED71100 - Meth Tch Vsl Arts Gr 7-12 (KC)
BILED70100 - Foundation Bilingual Education
BILED71100 - Bilingual Literacy (KC)
BILED71200 - Bilingl Literacy - French (KC)
BILED71700 - Language Assessment English
BILED76800 - Instruction Native Lang-French
BILED77000 - Second Language Learn & Teach
BILED771FW - PsyAg Lang Learning & Teaching
BILED77800 - Native Lang Instruction Bisp
BILED77900 - Multicultural Education
BILED78000 - Bilingual Research Seminar
BILED78100 - Sup Prot Biling Tchrs
BILED782FW - Sup Tchg, 1-3 & 4-6
BILED78300 - Practicum in Grades 4-6 (KC)
BILED78600 - Student Teaching Grds 4-6 (KC)
BILED78800 - Pract-4-6YL (KC)
CEDC70100 - Beginning Elem Literacy Method
CEDC70300 - Teaching Science Elem School
CEDC70400 - Teaching Developmental Reading
CEDC70450 - Teaching Developmental Reading
CEDC70550 - Mathematics Curricul & Mthd-DC
CEDC70700 - The Arts
CEDC71300 - Health Edu/Classroom Teacher
CEDC715FW - Fieldwork: Read & SS (KC)
CEDC71700 - Independent Rich Cur & Teaching
CEDC71900 - Indep Research Cur & Teaching
CEDC72101 - Social Studies and Ell
CEDC72400 - Stndnt Teaching: 1-3 & 4-6 (KC)
CEDC72600 - Stndnt Teaching Grades 4-6 (KC)
CEDC72800 - Practicum in Grades 4-6 (KC)
CEDC72950 - Fieldwork Bilingl Eductrs (KC)
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SEDC76110 - Student Teaching: English 7-9
SEDC76211 - Std. Tch: Frn 7-9
SEDC76213 - Std. Tch: Sp 7-9
SEDC76222 - Std. Tch: It 10-12
SEDC76310 - Std. Tch: Math 7-9
SEDC76411 - Std. Tch: Bio 7-9
SEDC76413 - Std. Tch: Phys 7-9
SEDC76421 - Std. Tch: Bio 10-12
SEDC76423 - Std. Tch: Phys 10-12
SEDC76510 - Std. Tch: Ss 7-9
SEDC76610 - Std Tch: Mus Pre-K-6
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SEDC77150 - Supervised Tchng English (KC)
SEDC77212 - Practicum: Italian 7-9 (KC)
SEDC77221 - Prac: Frn 10-12 (KC)
SEDC77223 - Practicum Sp 10-12 (KC)
SEDC77252 - Supervised Tchng Italian (KC)
SEDC77310 - Prac: Math 7-9 (KC)
SEDC77350 - Supervised Tchng Math (KC)
SEDC77412 - Prac: Chem 7-9 (KC)
SEDC77414 - Prac: ESci 7-9 (KC)
SEDC77422 - Prac: Chem 10-12 (KC)
SEDC77424 - Practicum:Earth Sci 10-12 (KC)
SEDC77452 - Supervised Tchng Chemistry KC
SEDC77510 - Prac: SS 7-9 (KC)
SEDC77550 - Supervised Tchng Soc.Stud.(KC)
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SEDC76212 - Stud Teach Italian Grades 7-9
SEDC76221 - Std. Tch: Frn 10-12
SEDC76223 - Std. Tch: Sp 10-12
SEDC76320 - Std Tch: Math 10-12
SEDC76412 - Student Teaching: Chem 7-9
SEDC76414 - Std. Tch: E.Sci 7-9
SEDC76422 - Std. Tch Chem 10-12
SEDC76424 - Stud Teach Earth Sci Gra 10-12
SEDC76520 - Std. Tch: Ss 10-12
SEDC76620 - Std. Tch:Music 7-12
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SEDC77222 - Prac: It 10-12 (KC)
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SEDC77253 - Supervised Tchng Spanish (KC)
SEDC77320 - Practicum Math Gr 10-12 (KC)
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SEDC77451 - Supervised Tchng Biology (KC)
SEDC77453 - Supervised Tchng Physics (KC)
SEDC77520 - Prac: SS 10-12 (KC)
SEDC77610 - Prac: Music Prek-6 (KC)
SEDC77650 - Supervised Tchng Music (KC)
Dance Department

Overview
From a campus in the heart of New York City, the Hunter dance student has the unique opportunity of interfacing with many professional dance companies, choreographers and critics who live and work in New York. The department is proud to announce the launch, in fall 2018, of the MFA in Dance. The MFA is considered the terminal degree in the field; it is the baseline qualifying credential for the college/university teaching job market, a crucial laboratory for furthering deep personal artistic accomplishment, and an important venue for the development of contextual and aesthetic understanding.

The modern contemporary-based curriculum in dance education provides the student with opportunities to pursue careers in teaching, with a focus on performance, choreography and production. The curriculum is enriched by community outreach performances, repertory classes with New York-based choreographers, specialty workshops, dance clubs and organizations, international performances, internships and New York State teaching certification. In addition, the Hunter Dance Department hosts an annual spring performance in Hunter’s Kaye Playhouse, as well as informal Salon Series, dance and dance education conferences, forums, and site-specific performances devoted to expanding the students’ knowledge of and experience with diverse forms of dance in a variety of contexts.

What can I do with my degree in Dance?
The Hunter College Arnhold Graduate Dance Education Program (AGDEP) blends the academic and professional strengths of the School of Education and the Dance Department to train highly effective dance educators for New York City public schools and beyond. The goal of the Arnhold Graduate Dance Education Program is to take highly trained dancers and develop them as effective dance educators, adept in the unique context of dance education in primary and secondary schools.

The MFA program prepares dance artists/educators for many kinds of professional roles in the field of dance through a studio-based program of dance technique and choreography, complemented by appropriate coursework in theory, perspectives and contexts, history, and dance pedagogy.

Programs and Courses in Dance

Program Coordinator (Dance Education)
Ana Nery Fragoso, Acting Director
Arnhold Graduate Dance Education Program
Hunter College Dance Department, Room TH518
E-mail: af4664@hunter.cuny.edu
Tel: 212-396-6635
ArnholdDanceEd@hunter.cuny.edu

Administration and Faculty
Chair
Paul Dennis
614 Thomas Hunter
212-772-5010
pd1395@hunter.cuny.edu

Programs

DANCE-MFA - Dance

Courses

DAN70100 - Graduate Dance Technique
DAN70300 - Studies of Forms
DAN70500 - Performance and Presentation
DAN74000 - Aesthetics
DAN74400 - Modes of Inquiry
DAN74600 - Site Specific Dance
DAN74652 - Dance Community and Change
DAN74655 - Topics: Mtd Movement:Dance
DAN74660 - Graduate Repertory
DAN74662 - Activating Dance in Culture
DAN74664 - Screendance
DAN75000 - Topics in Teaching Coll/Univ
DAN76002 - Independent Study in Dance

DAN70500 - Main:Dancers Instrument
DAN73000 - Process and Projects
DAN73700 - MFA Thesis Project
DAN74200 - Grad Dance History
DAN74600 - Special Topics in Dance
DAN74651 - Live Art In Visual Environment
DAN74653 - Med Practice Global Landscape
DAN74656 - Sp Tpcs: Lighting Design Dance
DAN74661 - Special Topics: Dance Legacies
DAN74663 - Choreographic Form & Analysis
DAN74665 - Hist of Dance Media Mavericks
DAN76001 - Independent Study in Dance
DAN76003 - Independent Study in Dance

http://www.hunter.cuny.edu/~dance/
Economics Department

Overview
The Department has two master’s degree programs, one in Economics and the other in Accounting. Graduate Students are actively engaged in the research and teaching missions of the department. Both programs equip students with analytic tools that can be directly applied to business and public policy. The PhD program in economics is based at the City University Graduate Center. Under special circumstances, advanced students in the MA program may take up to 12 credits and transfer them to Hunter towards their MA. Because our programs integrate theory, quantitative methods, and practical applications, Hunter MA and MS graduates regularly move into interesting, well-paid positions in business, government, and international organizations. They are also prepared to enter PhD programs at top-ranking universities. In addition, Accounting graduates are qualified to take the CPA examination in New York State.

Programs and Courses
Bachelor of Arts/Master of Arts - BA/MA
- Economics - BA/MA
Master of Arts - MA
- Economics - MA
Master of Science - MS
- Accounting - MS
Doctor of Philosophy
The PhD program in economics is based at the City University Graduate Center. Under special circumstances, advanced students in the MA program may take up to 12 credits and transfer them to Hunter towards their MA. In addition, students in the PhD program who wish to transfer to the Hunter MA program may transfer up to 12 credits towards the Hunter MA. PhD students at the City University Graduate Center who wish to earn an en passant master’s degree after completing 45 credits at the Graduate Center – in cooperation with Hunter College – should consult the executive officer of the PhD program.

Administration and Faculty
Chair:
Partha Deb
1501 West
212-772-5435
partha.deb@hunter.cuny.edu
Department Office:
1524 West
(212) 772-5400
Website: http://econ.hunter.cuny.edu

Accounting Graduate Adviser:
Toshiaki Mitsudome
1520 West
(212) 772-5430
msacct@hunter.cuny.edu

Programs
ACCT-MS - Accounting
ACC-MS - Accounting

Courses
ACC66000 - Managerial Economics
ACC71000 - Advanced Financial Accounting
ACC73000 - Advanced Federal Income Tax
ACC77500 - Advanced Auditing
ACC77700 - State and Local Taxation
ECO60000 - Contemporary Eco:Analysis Policy
ECO65200 - Eco Aspects Env Cntrl
ECO67100 - Principles of Accounting I
ECO67600 - Economics of Federal Taxation
ECO70000 - Tech of Eco Analysis
ECO70200 - Economic Analysis 2
ECO70400 - System Economic Measurment
ECO71000 - Monetary Theory and Policy
ECO71500 - Public Finance
ECO72100 - Linear Econometric Analysis
ECO72300 - Time Series Analysis
ECO72500 - Economics of Consumption
ECO72700 - Data Anal & Research Methods
ECO72900 - Behavioral Economics
ECO73100 - American Economic History
ECO73400 - European Economic History
ECO73600 - Soviet Economy
ECO74000 - Intl Econ:Theory and Policy
ECO74500 - Labor Economics
ECO77000 - Bus Eths, Comm & Prof Acct Res
ECO77200 - Accounting Information Systems
ECO77400 - Advanced Managerial Accounting
ECO77600 - Governmental Accounting
ACCT78000 - Acct Acc Res Meth & Proj
ECO60400 - Contemporary Economic Policy
ECO66000 - Managerial Economics
ECO67200 - Principles of Accounting 2
ECO68500 - Business Law I
ECO70100 - Microeconomic Theory
ECO70300 - Macroeconomic Theory
ECO70500 - Develop :Economical Thought
ECO71100 - Banking and Financial Markets
ECO72000 - Economics Statistics 1
ECO72200 - Non-Linear Econometric Analysis
ECO72400 - Microeconomics
ECO72600 - Policy & Program Evaluation
ECO72800 - Econometrics
ECO73000 - Economic Development
ECO73200 - Economic Growth
ECO73500 - Urban Economics
ECO73700 - Economic Rel-Soviet Bloc
ECO74100 - International Finance
ECO74700 - Income Dist & Public Policy
COCO70900 - Research Methods in Counseling  
COCO70700 - Mult-Cult Aspects Counseling  
COCO70500 - Vocational Assess & Placement  
COCO70300 - Psy Asp Disab Rehab/Spec Edu  
COCO70100 - Counsel Skills/Intrv Tech (KC)  
CEDF79200 - Int Sem: Childh Educ Research  
CEDF77150 - Integr Sem:Childh Educ - Tu 1  
CEDF79200 - Int Sem: Childh Educ Research  
CEDF79000 - Independent Study  
CEDF79100 - Independent Study  
ECO79500 - Environmental Economics  
ECO79553 - Economics of the Media  
ECO79550 - Topics Martian Economics  
ECO79552 - Computer Application Economic  
ECO79554 - Special Topics 2  
ECO79556 - Planning Methods I  
ECO79558 - Dev/Transnational Corps  
ECO79560 - Top: Labor Economics  
ECO79562 - Economic Development  
ECO79564 - The Labor Movement  
ECO79567 - Topics in Applied Finance  
ECO79569 - Corporation Finance  
ECO79571 - Financial Economics  
ECO79573 - Topics in Banking  
ECO79575 - Topics in International Trade  
ECO79577 - Topics in Financial Economics  
ECO79579 - Data Analysis  
ECO79581 - Econ/Resources & Environmental  
ECO79583 - Experimental Economics  
ECO79676 - Special Topic: Economic Health  
ECO79800 - Thesis Research  

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Hunter College

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Educ Fdn & Counseling Prg Department

The Department of Educational Foundations & Counseling prepares students to enter the teaching and counseling professions, eventually to obtain the appropriate certification(s), which will help them establish, improve and maintain themselves within these professions.

Departmental courses are the basis of training in education and human services. The Department of Educational Foundations includes the disciplines of psychology, sociology, anthropology, history and philosophy. Research in these areas, when applied to education and counseling, provides the foundation for understanding individuals in the learning and counseling process and the social psychological context in which personal development and learning occur. In addition, the study of the history and the philosophic foundations of American education and counseling is essential for enabling future teachers and counselors to meet the ever-changing intellectual and social needs of a diverse body of individuals in a pluralistic, democratic society.

Departmental course offerings are offered in three distinct areas: psychological foundations; social foundations and counseling. All courses are anchored in theory and research-based knowledge from which we emphasize applications to the urban environment, the applied use of theory to influence policy and practice, and solutions to concrete and practical problems that school and counseling professionals experience in daily practice.

The department’s preparation of teachers and counselors goes beyond the acquisition of specific skills and methods. The focus of the department is on the professional identity and development of students so that they understand and seek to influence the social, political and economic context in which they function.

Location: 10th Floor - West Building  
Email: sseedfound@hunter.cuny.edu

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Courses

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Hunter College

EDFDN77300 - Independent Research
EDO722 - Problems Elementary Education
EDO726 - Elem School Science
EDO771 - Educ Evaluation
EDO772 - Tests and Measurement
EDO77500 - Assessment in Schools
EDPS74301 - Self-reg of Learning & Perf
EDPS74700 - Independent Study-Educ Psych.1
EDPS74901 - Ind Sty/Educational Psychology
EDPS79000 - Educational Psychology Sem 1
EDPS79900 - Educational Psychology Sem 1
SEDF71400 - Adol. Dev & Lrng

English Department

Overview
Students make the choice to pursue graduate study in English for a number of reasons, both professional and personal, and bring to this study a wide variety of experiences and strengths. MA programs in English at Hunter are designed with this intellectual and practical diversity in mind. Through study with the Department’s research-inclined and pedagogically committed teaching faculty, our students are afforded myriad opportunities to develop and practice more sophisticated reading, writing and research skills than those required at the undergraduate level. In addition, those who enroll receive guidance in improving their own expertise as not just scholars but teachers of literature. Interested students may choose an English - MA in Literature, Language, and Theory, an MA in Adolescent English - MA / Advanced Certificate, or a Creative Writing - MFA.

Hunter’s Creative Writing MFA is a highly selective program in which students work closely with distinguished writers to perfect their writing skills. The course comprises workshops, craft seminars, one-on-one supervisions with faculty, and literature classes. There are three concentrations, fiction, creative nonfiction and poetry, with 12 students in each. Each year, several students are named Hertog Fellows (fiction and nonfiction) and Friedman Scholars (poetry). These students receive a generous stipend and are paired with well-established writers, for whom they conduct research for one semester.

What can I do with my degree in English?
The MA program in Literature, Language, and Theory offers opportunities for both professional advancement and personal development. It may be taken as a terminal course of study or as preparation for doctoral work in English or other humanities fields.

Programs and Courses in English

Master’s Programs
• Creative Writing - MFA
• English - MA
  • Adolescent English - MA / Advanced Certificate (Program for Teachers of Adolescent Education (Grades 7-12))

Note: See the School of Education section of this catalog for additional information on admission and program requirements. The School of Education also offers an Advanced Certificate in Adolescent Education for holders of an English MA.

Doctor of Philosophy
The CUNY Graduate Center offers a PhD in English.

Administration and Faculty

Chair:
Angela Reyes
1212A West
(212) 772-5076
arreye@hunter.cuny.edu

Department Office:
1212 West
(212) 772-5070
Fax: (212) 772-5411
Website: http://www.hunter.cuny.edu/~english

Program Advisors

Programs

CRWRTG-MFA - Creative Writing
ENGLIT-MA - English Literature

Courses

ENGL50500 - Structure of English Language
ENGL61500 - Rhetoric and Composition
ENGL68102 - Reading
ENGL70000 - Master’s Essay

ENGL60700 - English Linguistics
ENGL68101 - Reading
ENGL68103 - Reading
ENGL70100 - Intro Literary Study
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Film and Media Studies Department

Overview
With a world class faculty and up-to-date production facilities, Hunter College’s Department of Film & Media Studies offers a graduate MFA degree in Integrated Media Arts. This degree focuses on politically and socially engaged creative work and the social role of media and technology. Our program educates multi-disciplinary media professionals, socially aware and competent in the diverse range media skills that are being brought together in a digital media environment.

The IMA Program offers a 48-credit course of study, combining analytical seminars, interdisciplinary research, and creative workshops in writing, visual communication, and media production, and culminating in an advanced thesis project and paper. Student work in the program has included single channel documentaries, interactive websites, handmade electro-mechanical devices, public exhibitions, interactive installations, transmedia narratives, live performances, and rich media for the expanding spectrum of screen based platforms. Building on a foundation of research and analysis, IMA students explore and create new ways to advance information and ideas, balancing critical thinking with aesthetics, contemporary issues with an historical perspective, theory with practice, and traditional methods with new technologies.

What can I do with my degree in Film and Media Studies/Integrated Media Arts?
Graduates work in media, communications, advertising, marketing and the entertainment industry. Advances in technology are opening up a host of other career options for individuals with degrees in multimedia. As multimedia continues to infiltrate our culture and work its way into our everyday lives, the future may hold even more unknown opportunities.

Administration and Faculty
Chair:
Ricardo Miranda (Acting)
477A North
(212) 396-6763
ricardo.miranda@hunter.cuny.edu

Department Office:
433 North
(212) 772-4949
https://ima-mfa.hunter.cuny.edu
Hours of Operation: Monday-Friday 9:00 AM - 5:00 PM

MFA Program Director:
Andrew Lund
402B North
(212) 772-4566
alund@hunter.cuny.edu

Programs
IMA-MFA - Integrated Media Arts

Courses
IMA70000 - Visual Cultural Seminar
IMA70200 - Hist & Theory Emerging Media
IMA70400 - Communications and the City
IMA70600 - Probs of Amer Journl
IMA70800 - Global Communication
IMA71000 - Alt Media: Examples & Exp
IMA71300 - Social Inequality and Media
IMA72100 - Online Journalism
IMA72400 - Develop & Prod Non-Fict Media
IMA74300 - Collective Documentary
IMA74500 - Public Issue Graphics
IMA75000 - Emerging Media 1
IMA75200 - Emerging Media II
IMA75400 - Adv Studio: Emerging Media
IMA76100 - Public Relations
IMA76300 - Adv Interactive Expr
IMA76500 - Interactive Installation
IMA76700 - Physical Computing
IMA77100 - Media,Community Adv
IMA78001 - Media Activism
IMA78005 - Multicamera Studio Workshop
IMA78007 - Animation Studio
IMA78009 - Creating Non-Fic Virt Reality
IMA70100 - Soc&Hist Roots Art & Culture
IMA70300 - Media and the Public Sphere
IMA70500 - Soc Cla,Racms &Media
IMA70700 - Visible Evidence
IMA70900 - Hist & Theory of Documentary
IMA71100 - TV Culture & Soc.
IMA72000 - The Language of News
IMA72200 - Literary Journalism
IMA74200 - Web Documentary
IMA74400 - Microcultural Incidents
IMA74700 - Documentary Editing
IMA75100 - Documentary 1
IMA75300 - Documentary II
IMA75500 - Advanced Studio: Documentary
IMA76200 - Interactive Expression
IMA76400 - 3D Animation and Modeling
IMA76600 - 3D Virtual Environments
IMA76800 - Nonlinear Storytelling
IMA78000 - Special Topics Seminar
IMA78004 - Emerging Media 1
IMA78006 - Making Generative Media
IMA78008 - Superstation: Exp TV Studio
IMA78010 - Spatial Narratives
Geography & Environmental Science Department

Overview

The Department of Geography and Environmental Science at Hunter College has the largest and one of the most technologically advanced geography and environmental science programs in the New York City metropolitan region. The department offers an MA in Geography, MS in Geoinformatics (MGEOi), and a graduate level post-baccalaureate Advanced Certificate Program in Geographic Information Science. In addition, the department contributes to three Masters level programs in conjunction with the Hunter College School of Education (helping train teachers of geography and earth science), and to the PhD Program in Earth and Environmental Sciences at the City University of New York (CUNY) Graduate School.

Our oldest graduate program, the MA in Geography, provides state-of-the-art knowledge of contemporary urbanization, the global economy and migration, global climate change and sustainability together with advanced analytical skills, including quantitative, qualitative, and geospatial research methods for addressing the vital problems humanity is facing today. Our students conduct research in many parts of the world while also focusing on New York City and the challenges to its populations, environments, and neighborhoods. In partnership with the School of Education’s BA/MA program in Environmental Studies and Earth Science and Adolescent Education, the Geography MA also fulfills the need for geography and earth science teachers in New York City and New York State.

The Advanced GIS Certificate Program is skillset oriented to provide students with the fundamental concepts and analytical methods in Geographic Information Science. It is anticipated that they will apply these newly acquired techniques to their area of specialization. The Advanced GIS Certificate Program also attracts professionals who seek expertise in geospatial analysis that will enhance their professional competence. In addition, Masters students may earn the Certificate in GIS concurrently with their degree.

The new MS in Geoinformatics program (MGEOi) takes a computational approach to the analysis, modeling and visualization of spatial-temporal data. It offers highly competitive advanced quantitative and technical skills in geospatial analysis, open source tools, and coding that are in high demand in both the public and private sectors. Students leave with a strong background in spatial-temporal data analytics.

In all our programs, faculty and students undertake research that seeks to improve the socio-economic and environmental well-being of New Yorkers. The Department of Geography and Environmental Science takes pride in helping to advance the careers of underrepresented groups in geography and related fields.

What can I do with my degree in Geography, Geoinformatics, or GIS?

Our website features stories about our former students. In general, MA graduates often continue with their graduate work in PhD programs in geography and related fields. Most, however, become professionals whose expertise in the above areas is widely used by the governments and administrations of New York City and New York State, the US Bureau of the Census, and private industry; they also develop careers as geography/earth science teachers. The Advanced GIS Certificate Program also attracts professionals who seek expertise in geospatial analysis that will enhance their professional competence. In addition, Masters students may earn the Certificate in GIS concurrently with their degree.

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Centers & Facilities

Geography Centers & Facilities

Programs and Courses

Graduate Certificate

- Advanced Certificate in GIS

Master's Programs

- Geography - MA
- Geoinformatics - MS

Undergraduate Major/Graduate Masters

- ESCAE-BAMA - Environmental Studies/Earth Science Teacher, (Grades 7-12)
- Programs Offered in the School of Education
- Earth Science MA–Program for Teachers of Adolescent Education (Grades 7-12)

See the School of Education section of this catalog for additional information on admission and program requirements.
- Adolescent Earth Science - MA / Advanced Certificate
Hunter College

Social Studies MA—Program for Teachers of Adolescent Education (Grades 7-12)
See the School of Education section of this catalog for additional information on admission and program requirements.

- Adolescent Social Studies - MA / Advanced Certificate
- BA/MA Program in Environmental Studies and Adolescent Education
- Environmental Studies and Adolescent Education-BA/MA

Doctor of Philosophy

The Department of Geography and Environmental Science participates in the PhD Program in Earth and Environmental Sciences (EES) based at the CUNY Graduate Center. EES program includes tracks in Environmental Science and Geography. Our professors have membership in the doctoral faculty of this and other PhD programs; they teach courses for and mentor Graduate Center students. For application forms and further information go to:
Grad Center Earth and Environmental Sciences

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Hours of Operation: Monday - Friday 9:00 AM - 5:00 PM
ggeog@hunter.cuny.edu
http://www.geography.hunter.cuny.edu

Programs
GEOG-MA - Geography
GIS-AC - Geographic Information Systems
GIS-MS - Geoinformatics

Courses
GEOG50100 - Principles of Geography
GEOG61151 - Geo of the Middle East & N. Afr
GEOG61155 - World Regions
GEOG61164 - Geography of War
GEOG61400 - Economic Geography
GEOG62151 - Geography of New York State
GEOG62253 - Geo of Middle Amor
GEOG62500 - Geography of Europe
GEOG61100 - Geog in Wld Affairs
GEOG61152 - Geography of China
GEOG61159 - Geography of Famine
GEOG61300 - Conserv Natl Resrcs
GEOG62100 - Geography of the United States
GEOG62200 - Geo of S America
GEOG62300 - Geography of Africa
GEOG63000 - Geog of NY Met Area
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History Department

Overview
The department offers two graduate level programs in history. The first is a master’s degree through a joint program with the School of Education. This degree prepares students for New York State certification, which will enable them to teach social studies at the adolescent level (grades 7 – 12). The second leads to an MA in History with a concentration selected by the student in consultation with the faculty. This degree serves as either a terminal degree or as preparation for historical study on the doctoral level, which students can undertake at other institutions.

Programs and Courses

- History - MA

Program for Teachers of Adolescent Education (Grades 7-12) — Social Studies Master of Arts
See the School of Education section of this catalog for additional information on admission and program requirements.

- Adolescent Social Studies - MA / Advanced Certificate

Administration and Faculty

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Education Adviser Social Studies
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dsonu@hunter.cuny.edu

Programs
HIST-MA - History

Courses

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Mathematics & Statistics Department

Overview

The Department of Mathematics and Statistics offers a choice of master’s programs. The MA in Pure Mathematics is a 30-credit degree program. The coursework largely mirrors the first two years of a doctoral program in Mathematics. Achievement of the degree includes a comprehensive examination. In addition students must show reading competency in a foreign language. The MA Program in Statistics and Applied Mathematics is intended for students interested in applications to business, science, engineering, industry, biology, and medicine, as well as teaching and research. This is a 30-credit degree program. There are four tracks: Statistics is Track I, Applied Mathematics is Track II, Bioinformatics is Track III, and Mathematical Finance is Track IV. Achievement of the degree requires a final project as well as working knowledge of two computer languages. The final projects provide the student with the opportunity to investigate a problem whose outcome is not previously known. Our faculty mentor the projects. The department also has combined BA/MA programs in: (1) Mathematics and (2) Statistics and Applied Mathematics.

In addition, the department offers, jointly with the School of Education, an MA in Adolescent Mathematics Education Grades 7-12, and a combined BA/MA in Adolescent Mathematics Education. The MA in Mathematics Education is designed for individuals without initial certification in mathematics. Individuals who already have initial certification in mathematics should pursue either the MA in pure mathematics or the MA in statistics and applied mathematics or the new Professional Certification master’s program.

What can I do with my degree in Mathematics and Statistics?

Students use the MA in Pure Mathematics for various purposes. Many use their added mathematics background as part of a competitive application to a doctoral program. In-service teachers gain permanent certification via their MA. Others use their degree to seek employment or advancement to positions that require an advanced degree. Several seek positions as instructors at local area colleges. Others are in areas unrelated to education.

Programs and Courses in Mathematics and Statistics

Bachelor of Arts/Master of Arts - BA/MA

- Mathematics Grades 7-12 Adolescent Education - BA/MA
- Mathematics or Statistics and Applied Mathematics - BA/MA

Master of Arts - MA

- Pure Mathematics - MA
- Statistics and Applied Mathematics - MA

Program for Teachers of Adolescent Education (Grades 7-12) – Mathematics MA

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

Admission and Faculty

Chair:
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barry.cherkas@hunter.cuny.edu

Department Office:
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Website: http://math.hunter.cuny.edu

Dolciani Mathematics Learning Center:
Hunter East, 7th Floor Library – Silverstein Student Success Center
(212) 772-5371

Programs

PUREMTH-MA - Pure Mathematics

STAPM-MA - Statistics and Applied Mathematics

Courses

MATH4000 - Math Mth for Physci
MATH65000 - Mid School Math Adv Perspvt
MATH62100 - Intro to Abstract Algebra
MATH62300 - Theory of Numbers
MATH63000 - Sec Sc Math Adv Prs 2
MATH63400 - Geometries I
MATH64000 - Topics in Calculus
MATH64200 - Intro to Complex Variable
MATH65400 - Dynamical Systems and Chaos
MATH66100 - History of Mathematics
MATH67200 - Mathematical Logic
MATH69000 - Advanced Topics for Teachers
MATH69002 - Invstg Comm Core Discrete Math
MATH72200 - Modern Algebra 2
MATH74100 - Functional Analysis
MATH74300 - Ordin Differ Eqns
MATH74600 - Real Variables 1
MATH61000 - Math for Elem Adv Standpoint
MATH62000 - Sec Sc Math Adv Prs1
MATH62200 - Further Topics Adv/Abs Algebra
MATH62800 - Number Systems
MATH63300 - Axiomatic Geometry
MATH63500 - Explorations:Math
MATH64100 - Mathematical Analysis I
MATH64500 - Mathematical Analysis 2
MATH65000 - Challe Cncpts:Math
MATH67100 - Fundamental Concepts
MATH68500 - Numerical Methods 1
MATH69001 - Understanding Task-Based Math
MATH72100 - Modern Algebra I
MATH72500 - Linear Algebra
MATH74200 - Analytic Functions
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Medical Lab Sciences Department

Overview
The Department of Medical Laboratory Sciences offers three graduate programs. The Advanced Certificate in Medical Technology provides an accelerated pathway for students with degrees in chemistry, biology or the physical sciences to meet NYS licensure requirements for clinical laboratory technologists. Clinical laboratory technologists perform analytical tests on patient samples and play an essential role in the diagnosis and treatment of disease. The Advanced Certificate in Cytotechnology prepares students for careers as cytotechnologists. It is offered by Hunter College in collaboration with Memorial Sloan Kettering Cancer Center. Cytotechnologists study cells from the human body to identify diseases, such as cancer, and monitor patient response to therapy. The MS in Biomedical Laboratory Management is intended to provide knowledge and skills needed by clinical laboratory technologists, research assistants and other types of laboratory professionals to transition into managerial positions. This program is offered as a collaboration between the Hunter College Dept. of Medical Laboratory Sciences and the School of Professional Studies, CUNY.

What can I do with my degree in Medical Laboratory Sciences?
The Advanced Certificate in Medical Technology enables students to become NYS licensed clinical laboratory technologists. Clinical laboratory technologists are highly trained professionals that work in a wide range of health related laboratories including hospital and private diagnostic labs. A license is required to work as a clinical laboratory technologist in NYS.

The Advanced Certificate in Cytotechnology is a professionally accredited and NYS licensure qualifying program that prepares graduates for the professional practice of cytotechnology. Graduates work in hospital and private diagnostic laboratories.

The MS in Biomedical Laboratory Management is intended to provide working laboratory professionals with the knowledge and skills to enter positions of leadership in clinical/diagnostic, research, biotechnology, public health and pharmaceutical laboratories. This program is not NYS licensure qualifying for clinical laboratory technologists.

Administration and Faculty
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Graduate Program Director
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Graduate Adviser
Muktar Mahajan
Brookdale Campus West 700
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mmahajan@hunter.cuny.edu

Programs
BIOMEDL-MS - Biomedical Laboratory Management
MLT-AC - Medical Laboratory Technology

Courses
MLS60000 - Fdnmtl Cncept&Tech:Ml
MLS62000 - Clinical Practicum II
MLS63200 - Gynecologic Cytopathology
MLS63600 - Microscopic Evaluation II
MLS64000 - Exfoliative Cytopathology 1
MLS64400 - Research Methods 1
MLS64600 - Research Methods 3
MLS64800 - Cytopreparatory Techniques 2
MLS65000 - Fine Needle Aspiration Cyto I
MLS65200 - Cyto Lab Mgmt & Ops
MLS70100 - Emerging Lab Technol
MLS72000 - Risk Mgmt for the Biomed Lab
MLS77025 - Topics: Biohazards & Emer Resp

MLCYT-AC - CYTOTECHNOLOGY

MLS61000 - Clinical Practicum I
MLS63000 - Introduction to Cytopathology
MLS63500 - Microscopic Evaluation I
MLS63700 - Microscopic Evaluation III
MLS64100 - Exfoliative Cytopathology 2
MLS64500 - Research Methods 2
MLS64700 - Cytopreparatory Techniques I
MLS64900 - Cytopreparatory Techniques III
MLS65100 - Fine Needle Aspiration Cyto II
MLS70000 - Cncept Disas Diag Str
MLS71000 - Management Practicum
MLS77000 - Graduate Independent Study
Music Department

Overview
The Department of Music at Hunter College offers a variety of courses and degree programs catering to the needs of a diverse student body. Graduate degree programs include Master of Arts with a variety of concentrations and Master of Arts in Teacher Education. Courses include topics in performance, composition, music theory, music history, ethnomusicology, and music education. Private lessons are available on all instruments and voice, either with Hunter faculty members or with expert teachers outside the College. There are approximately 75 graduate students in the department. In addition to academic courses and private lessons, the Music Department sponsors activities such as concerts, lectures, master classes, and social events.

The MA program in music offers students an opportunity to grow as musicians by refining their skills as scholars, teachers and performers. The department encourages its graduate students to take courses both of a broad scope and of a detailed nature. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (visit this page for details). Students may also study with an outside teacher of their choice, pending approval by the department. The Cutler Scholarships in Orchestral Performance offers new opportunities for MA students who qualify to be leaders in the orchestral and chamber music programs.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, musicology, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Programs and Courses
- Music - MA
- Music Teacher Education - BA/MA

Admission requirements and other information about the Music Education (Pre-K-12) MA program is available through the School of Education.
- Music Education PreK-12 - MA

Administration and Faculty
Chair:
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417 North
(212) 772-5024
sf1357@hunter.cuny.edu

Department Office
Hours of Operation: Monday – Friday 9:00 AM – 6:00 PM
416 North
(212) 772-5020
fax: (212) 772-5022
http://www.hunter.cuny.edu/music
music@hunter.cuny.edu

Programs
MUSIC-MA - Music

Courses
MUS64100 - Strings
MUS64500 - Brass
MUS64900 - Piano Skills Mus Tech
MUS67800 - Workshop in Choral Mu
MUS68200 - Priv Instruction: Instr/Voice
MUS68400 - Priv St Instr/Voice
MUS70600 - Renaissance Notation
MUS71100 - The College Choir
MUS71400 - Collegium Musicum
MUS71600 - Jazz Vocal Workshop Ensemble
MUS71701 - Improv & Comp Cl Pia
MUS71703 - Collaborative Piano
MUS71802 - Vocal Ornament Cls Cal Singers
MUS71804 - Art Song
MUS71806 - The Art of Cabaret
MUS71900 - Sp Topics in Music Performance
MUS71902 - Introduction to Dalcroze
MUS71904 - Opera Workshop
MUS71906 - Popular Music Combo
MUS72000 - Opera Performance
MUS72400 - Adv Music Theory 1
MUS72600 - Adv Counterp and Fugue
MUS72952 - Contemp Comp Tech
MUS73055 - Clu Sem-Music Drama
MUS73151 - Composition
MUS73153 - Composition
MUS73155 - Composition
MUS73157 - Composition
MUS64300 - Woodwinds
MUS64700 - Percussion
MUS65100 - Conducting
MUS68100 - Priv Instr Instrument Voice
MUS68300 - Private Instr-Instrumnt/Voice
MUS70000 - Mus Biblio&Res Techn
MUS71000 - The Hunter Symphony
MUS71100 - Chamber Music
MUS71500 - Jazz Ensemble
MUS71700 - Piano Performance Class
MUS71702 - Art of Transcription
MUS71801 - Opera Scenes
MUS71803 - Creating Opera-Wkshp
MUS71805 - Oratorio: Arias and Ensembles
MUS71807 - Opera Music Theater Workshop
MUS71901 - For Lang Dict: Singer
MUS71903 - Percussion Methods: TEP
MUS71905 - Opera Characterizatzn
MUS71909 - Latin Amer Mus: Perf & Repert
MUS72100 - Jazz and Popular Music Combos
MUS72500 - Adv Studies in Music Theory II
MUS72951 - Contemp Comp Tech
MUS72953 - Contemp Comp Techns
MUS73000 - Composition 1
MUS73152 - Composition
MUS73154 - Composition
MUS73156 - Composition
MUS73200 - Composition II
Physics & Astronomy Department

Overview

The Department of Physics and Astronomy has graduate and post-graduate research programs in theoretical and experimental physics. Students may obtain the MA in Physics or MA in Adolescent Education from Hunter College, and/or the joint PhD degree in Physics from Hunter College and the City University Graduate Center. The Department offers all levels of graduate courses jointly with the Graduate Center. Faculty of the department are pursuing projects in the forefront of modern research. The focuses include experimental research in astronomy, optics and spectroscopy, biophysics and biomedical optics, nuclear magnetic resonance and renewal energy materials, and theoretical research in nanophysics, quantum information and quantum optics, chemical physics, and time-frequency analysis. The research programs are well funded by nine different government agencies. Many of our faculty members are leaders of their fields, won prestigious awards, and earned international recognition.

Programs and Courses

Programs and Courses in Physics and Astronomy

Program for Teachers of Adolescent Education (Grades 7-12) – Physics MA

Adolescent Physics - MA / Advanced Certificate

Doctor of Philosophy

Doctor of Philosophy in Physics

What can I do with my degree in Physics?

The doctoral program is designed to train highly qualified research scientists who are fully equipped to teach and direct research in a wide variety of university and industry programs in physical sciences.

Administration and Faculty

Chair:
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Department Office:
Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM
1225 North
(212) 772-5248
http://www.hunter.cuny.edu/physics

Programs

PHYSICS-MA - Physics

Courses

ASTRO60100 - Fndtns of Astronomy
PHYS60500 - Mathematical Physics
PHYS61500 - Electromagnetic Theory
PHYS62400 - Plasma Physics
PHYS62500 - Introduction to Quantum Mech
PHYS64500 - Solid State Physics

PHYS60100 - Intro to Modern Phys
PHYS61100 - Analytical Mechanics
PHYS62000 - Science and Society
PHYS65000 - Radiological Physics & Dosimet
Psychology Department

Overview
The Psychology Department offers two MA degrees in Psychology: one in General Psychology and one in Animal Behavior and Conservation (ABC) as well as a Post-Baccalaureate Certificate program in ABC. These programs reflect the diversity of psychology as a science and profession. Course offerings range from clinical, social, and developmental psychology to animal behavior, biopsychology, and behavioral neuroscience. The General Psychology Program focuses on exposing students to the broad spectrum of approaches and areas in psychology: from behavioral, developmental, cognitive, and social approaches to applied, evaluative, and biological approaches. The Animal Behavior and Conservation Program is designed to provide students with the skills needed for successful careers in animal behavior, conservation and welfare. The department’s faculty members are actively involved in research both with human participants and a variety of animal species. A broad range of applied and research opportunities are available to our students within and beyond the department in the areas of developmental psychology, social psychology, animal behavior, physiological psychology, biopsychology and cognitive psychology. The program’s departmental affiliations with community organizations and wildlife facilities make it possible for students to integrate their academic studies with supervised research experience by means of observational field placements and opportunities for research. The MA programs prepare our graduates for careers in psychology, education, social and welfare services, health services, conservation and animal welfare including work with animals in natural and custodial environments. For many of our students, the MA programs are a first step towards further study at the PhD level.

What can I do with my degree in Psychology?
The growing scientific and public sentiment, awareness, and interest in conservation and animal welfare science and the importance of enrichment for zoo, laboratory, and farm animals, recently reflected in new legislation and in zoo policy, has created a growing need for highly trained scientists and professionals. The Master’s and Certificate programs in Animal Behavior and Conservation prepare students interested in animal behavior and conservation to develop and enhance their research skills and understanding of the behavior of animals and to acquire credentials for employment in fields related to this field. The General MA program provides an in-depth background in psychology combined with special training in specific sub-disciplines within psychology to prepare students for careers and specialized training in human resources, medicine, law, nursing, speech pathology, social work, special education, counseling and music, art and dance therapy.

Psychology Programs and Courses
• Animal Behavior & Conservation-MA
• Psychology - MA
• Psychology of Animal Behavior & Conservation Certificate

Administration and Faculty
Chair:
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psychadv@hunter.cuny.edu

Department Office:
Room: 611 North
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Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

MA Program in General Psychology:
611 North
(212) 772-5432
gradpsych@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/psychology/graduate-studies

Director and Adviser:
Sandeep Prasada
email: sprasada@hunter.cuny.edu

MA Program and Certificate in Animal Behavior and Conservation:
611 North
(212) 772-5432
abcpsych@hunter.cuny.edu
Website: http://www.hunterabc.org/

Director and Adviser
Diana Reiss
email: dreiss@hunter.cuny.edu

Programs
ABC-AC - Psychology of Animal Behavior and Conservation
ABC-MA - Animal Behavior and Conservation
PSYCH-MA - Psychology

Courses
PSYS31 - Psych Of The Handicapped
PSYCH60500 - Abnormal Psych - Adv Course
PSYCH62000 - Intro Progm Eval
PSYCH63200 - Res in Social Psych
PSYCH64600 - Physiological Psych
PSYCH65151 - Family and Couples System (A)
PSYCH68000 - Special Topics in Psychology
PSYCH190G - Micros in Psych Research
PSYCH61000 - Meas of Intelligence
PSYCH63000 - Theories & Mthds of Psythy
PSYCH64100 - Comparative Psychology (B)
PSYCH65100 - Psychology of Small Groups (A)
PSYCH67600 - Psychology of Personality (A)
PSYCH68050 - Language Acquisition
PSYCH78000 - Quant Methods in Psy
PSYCH78400 - Colloquium
PSYCH79900 - Experimental Psychopharmacol
PSYCH80100 - Seminar in Special Topics
PSYCH80140 - Neural & Behav Dev
PSYCH80150 - Seminar: Sociobiology
PSYCH80152 - So Top/Sex Diffrent
PSYCH80154 - Psychoanalysis Today
PSYCH80160 - Sem: Animal Communic
PSYCH80170 - Seminar in Emotion
PSYCH80180 - Research Methods
PSYCH80190 - Micros in Psych Res
PSYCH80191 - Seminar: Emotion
PSYCH80300 - Doctoral Dissertation Seminar
PSYCH80400 - Independent Readings
PSYCH82300 - Seminar in Psychopharmacology
PSYCH90000 - Dissertation Supervn

PSYCH78300 - Math Models in Psych
PSYCH78500 - Adv Physiolog Psy
PSYCH79900 - Seminar and Practicum on the
PSYCH80103 - Developmental Biopsy
PSYCH80141 - Neural & Behav Dev
PSYCH80151 - Animal Orientation
PSYCH80153 - Micro Comp Psych Res
PSYCH8015U - Sem: Sociobiology
PSYCH8016U - Sem: Animal Communic
PSYCH8017U - Seminar: Emotion
PSYCH8018U - Research Methods
PSYCH8019U - Micros in Psych Res
PSYCH80200 - Independent Psychological
PSYCH80400 - Independent Readings
PSYCH816U0 - Sem: Sociobiology
PSYCH82100 - Sem: Repr Behav & Phys
PSYCH83200 - Seminar in Behavior Theory

Romance Languages Department

Overview

The Department of Romance Languages’ Graduate Division offers MA degrees in French, Italian, and Spanish as a terminal degree or as a preparation for a doctoral program in the respective areas. The Department also offers an MA/TEP (Teacher Education Program) in each language in conjunction with the School of Education. This MA/TEP Program is designed to prepare candidates to teach in elementary and secondary schools. The department enjoys the teaching and scholarship of professors who have acquired high reputation in their respective fields.

What can I do with my degree in Romance Languages?

The MA programs in languages prepare students for both teaching and research in language and literature. The MA/TEP Program is designed to prepare candidates to teach in elementary and secondary schools.

Doctor of Philosophy

CUNY Graduate Center offers a PhD in French and in Iberian and Latin American Studies.

Administration and Faculty

Chair:
Monica Calabritto
1309 West
(212) 772-5098
mcalabri@hunter.cuny.edu

Department Office:
1341 West
(212) 772-5306
http://www.hunter.cuny.edu/romancelanguages

Programs

FRENCH-MA - French
SPANISH-MA - Spanish

Courses

FREN60000 - Basic Course in French
FREN62100 - Genre Studies I: French Poetry
FREN70000 - Methods of Research
FREN70200 - Studies in French Criticism
FREN71000 - The Medieval Theatre
FREN71200 - Medieval French Literature 2
FREN72200 - Rabelais and Montaigne
FREN73100 - Descartes and Pascal
FREN73300 - Théâtre de Molière
FREN74000 - Lumières Et Progres
FREN74200 - Voltaire and Rousseau
FREN75000 - Era of Chateaubriand
FREN75200 - Baudelaire-Symbolism
FREN75400 - Flaubert, Zola, and Maupassant
FREN75600 - 19th Century French Theatre
FREN76001 - Contemporary Novel
FREN76300 - 20th Century French Poetry
FREN79100 - Special Topics in French Lit
FREN79102 - 17th Century French Literature

FREN61100 - Explication De Texte
FREN62300 - Genre Studies 3
FREN70100 - History of the French Language
FREN70800 - Methods of Research
FREN71100 - Medieval French Literature
FREN72100 - Renaissance Poetry
FREN72500 - Main Currents French Renaiss
FREN73200 - French Tragedy of 17th Century
FREN73400 - French Moralisists Class Period
FREN74100 - Diderot
FREN74500 - 18th Century Novel & Theatre
FREN75100 - Romanticism and the Parnasse
FREN75300 - Balzac and Stendhal
FREN75500 - French Fict.Romantic-Decadence
FREN76000 - Aspects of 20th-Century
FREN76100 - Gide and Proust
FREN76500 - Modern French Theatre
FREN79101 - 19th Cen French Lit 1850-1900
FREN79103 - 20th Cen French Lit 1900-1950
Sociology Department

Overview
The core agenda of the Hunter College Sociology Department is to instruct students in a major that develops critical skills and social awareness and is also part of a broad and rich liberal arts curriculum. The Sociology Department at Hunter College has been built with the comprehensive aim of including most of the various facets of the sociological enterprise, including: theoretical/philosophical sociologists, field and quantitative researchers, criminologists, critical and feminist theorists, specialists in media studies and consumer behavior, micro-sociologists, students of global and international studies, urban studies, and specialists in computer-based research programs.

At Hunter College, our Sociology Department faculty members fulfill a triple mission as teachers, researchers/scholars and as active members of the larger Hunter community. First, as teachers, we take seriously the rich diversity of Hunter’s student body by offering courses that emphasize both local and global perspectives. We use New York City as a “laboratory” in many of our courses at both the undergraduate and master’s levels including “Intro,” urban sociology, quantitative methods and statistics, race/ethnicity, immigration, consumer behavior, criminology and gender studies. We also offer courses on international development and globalization. Our strength in the fields of race/ethnicity and immigration, as well as in a range of other established subfields, allows us to incorporate sociological perspectives with an appreciation of Hunter students’ wonderfully diverse backgrounds and experience. Nearly all the courses that are given in these various specializations are offered on a more or less regular basis and are nearly always fully subscribed since students who are not majors also take our courses in large numbers. Both in our undergraduate and graduate programs, we encourage faculty to develop new electives on a regular basis so as to keep our curriculum up to date and interesting for students.

What can I do with my degree in Sociology?
At the graduate level, our Master of Science in Social Research program is successful at preparing students for careers in applied sociology, and at making it possible for students to secure jobs in the non-profit, governmental and corporate world that may have traditionally been closed to them. The Master’s program (“GSR”) is nationally recognized as a model for integrating the applied with the theoretical in training students for the professional world. Our combined BA/MS Program also gives students who already attend Hunter an opportunity to remain engaged with their studies while becoming integrated into a community of sociologists.

Programs and Courses
Programs and Courses in Sociology/Social Research

Administration and Faculty

Chair:
Erica Chito-Childs
1622 West
(212) 772-5635
echitoch@hunter.cuny.edu

Department Office:
1622 West
(212) 772-5587
FAX (212) 772-5645
http://www.hunter.cuny.edu/sociology

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM

Graduate Program Director and Adviser:
Jessie Daniels
1646 West
(212) 772-5585
jdaniels@hunter.cuny.edu
http://www.hunter.cuny.edu/sociology/faculty/jessie-daniels/jessie-daniels

Programs
APPDISO-MS - Applied Digital Sociology

Courses
GSR70100 - Thinking Crit Digital Society
GSR70200 - Contmpary Soc Theor
GSR70200 - Statistics 1
GSR70900 - Statistics 2
GSR71000 - Qualitative Digital Res Method
GSR71400 - Intermediate Statistics
GSR71100 - Quantitative Digital Res Methd
GSR71600 - Workshop Info Techn
**Special Education Department**

Hunter’s graduate programs in the Department of Special Education prepare professionals to effectively support individuals with disabilities and/or gifts and talents and their families. Depending on the program, students are prepared to be special and general educators, early interventionists, applied behavior analysts, and/or gifted educators. These professionals work across a variety of settings, including schools, homes, clinics, hospitals, and the community, spanning the prenatal to adult age range. Special and gifted education programs at Hunter College have been nationally recognized by the Council for Exceptional Children.

The Applied Behavior Analysis program is in the process of applying for accreditation by the Association for Behavior Analysis International.

The School of Education offers master's degree and advanced certificate programs in special education, applied behavior analysis, and gifted education that lead to New York State certification or licensure to practice within the particular program area. For a full list of programs please review the School of Education program listing.

The programs within the Department of Special Education are organized according to specialized professional areas of expertise. Some programs share core courses. Specializations provide in-depth preparation for working with individuals based on age, learning and developmental characteristics, and approach. Every program has the common goal of rigorously preparing professionals to effectively practice in ways so individuals with disabilities and/or gifts and talents and their families have the same opportunities as others to live, learn, and thrive in meeting their goals. A hallmark of Hunter’s programs is their linking of theory to effective practice.

**Courses**

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**Hunter College**

Email: sped@hunter.cuny.edu

Location: 10th Floor - West Building

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Courses

- EDABA72000 - Managing Beh Analytic Records
- EDABA72000 - Managing Analytic Records
- EDABA75000 - Analysis of Verbal Behavior
- EDABA77000 - Prac Appl Beh Analysis I (KC)
- EDABA78000 - Thesis I (KC)
- EDABA78200 - Thesis 3 (KC)
- EDABA78600 - Clinical Capstone 2
- EDABA79000 - Single Subject Research Design
- EDABA79300 - ABA Autism Int Adults
- EDABA79600 - Applied Beh Analysis 2 (KC)
- EDABA79800 - ABA App to Learning
- SPED00000 - Edu Students with Disabilities
- SPED01000 - Assessment
- SPED02000 - Class Mgmt. Spec Ed & Incl Set
- SPED03000 - Inclusive Instruction
- SPED04500 - Teaching Culturally & Linguist
- SPED05500 - Use of Instructional Tech SpEd
- SPED06500 - Strategy/Curr:Spec Dis
- SPED07000 - Research-Seminar:Spec (KC)
- SPED08000 - Teaching Students Special Needs
- SPED09001 - AC Practicum Adul Spec Ed
- SPED1052 - Indep Study: Special Education
- SPED18000 - Research Internship
- SPED22000 - Consumer Behavior
- SPED24000 - Hum Ecol Of Wld Pov
- SPED30000 - Urban Sociology
- SPED32000 - Motion Pictures
- SPED34000 - Electronic Media Dev Countries
- SPED39000 - Sociology of the Gig Economy
- SPED41000 - Social Policy
- SPED46000 - Organizational Dynamics
- SPED52000 - Focus Group Research
- SPED55000 - Social Stratification
- SPED62000 - Rethinking Dev Globl
- SPED67000 - Int-Pers Proc In Org
- SPED79001 - Int'l Migration
- SPED79003 - Dev Cdirn&Pub Pol Deb
- SPED79005 - Rsch Prac Advance Stat
- SPED79025 - Far Right: Research Intensive
- SPED79044 - Hunter Polls Nyc
- SPED79046 - Research Practicum: New Media
- SPED79053 - Family Policy Analysis
- SPED79056 - Health Policy
- SPED79058 - Hngr In Am:Prob&Plcy
- SPED79062 - Informal,Illicit Eco
- SPED79065 - LGBT Social Movements Project
- SPED79088 - Mapping Social Science Data
- SPED79100 - Indep Research
- SPED79200 - Independent Research
- SOC79101 - Indep Study
- SOC79102 - Vots Crdnt Campaigns
- SOC79100 - Indep Study
- SOC79001 - Intl Migration
- SOC79003 - Dev Cdirn&Pub Pol Deb
- SOC79005 - Rsch Prac Advance Stat
- SOC79025 - Far Right: Research Intensive
- SOC79044 - Hunter Polls Nyc
- SOC79046 - Research Practicum: New Media
- SOC79053 - Family Policy Analysis
- SOC79056 - Health Policy
- SOC79058 - Hngr In Am:Prob&Plcy
- SOC79062 - Informal,Illicit Eco
- SOC79065 - LGBT Social Movements Project
- SOC79088 - Mapping Social Science Data
- SOC79100 - Indep Research
- SOC79200 - Independent Research
- SOC79101 - Indep Study

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SPED71151 - Indep Study-Deaf/Hard-of-Hear
SPED71153 - Indep Study-Deaf/Hard-of-Hear
SPED72152 - Indep Study-Blind/Visual Imp
SPED71351 - Topics in Special Ed
SPED71353 - Topics in Special Education
SPED71651 - Undrstdg Otld Lrns
SPED72000 - American Sign Language I
SPED72200 - Study of ASL Ed Ling
SPED72350 - Math Stud w/Disabi non-LD 5pc
SPED72450 - Writ Stdnt w/Disab Meth 3 (KC)
SPED72550 - Sprv Prac: Ld Grds 1-6 (KC)
SPED72650 - Supv Prct: LD 1-6 (Pt 2) (KC)
SPED73100 - Rdg/Writing/Deaf-Hard-of-Hear#1
SPED73500 - Sphc Dev/Rem:Deaf/Hard-of-Hear
SPED73700 - Sdit Teach:Deaf/HOH Pr-12 (KC)
SPED73751 - St Tch:Deaf/HOH 7-12 (KC)
SPED73753 - Pract:Deaf/HOH 7-12
SPED73763 - Pract:Deaf/HOH Grd7-12 (KC)
SPED74100 - Educ and Rehabilitation (KC)
SPED74300 - Braille Lit & Com-Vi (KC)
SPED74500 - Math & Litneth Visual Imp
SPED74700 - Teachers of Learners W Vis Imp
SPED74850 - St Tch 1: Br/VI Pr-6 (KC)
SPED74852 - Pract 1: Br/VI Pr-6 (KC)
SPED74854 - St Tch 2: Br/VI Pr-6 (KC)
SPED74856 - Practicum Br/Blind & VI (KC)
SPED74900 - O&M/Spec Populations
SPED75051 - Study & Behavior Disorder (KC)
SPED75151 - Meth/Mat:Behav Dis
SPED75250 - St Tch: Bd 1-3
SPED75252 - Practicum: Bd 1-3
SPED75254 - Stdt Teach BD 1-6 (Pt 1) (KC)
SPED75256 - Stdt Teach BD 1-6 (Pt 2) (KC)
SPED75300 - Undrstring & Ldg G/T
SPED75500 - Asrt\n'st'n G/T Lab
SPED76000 - Sk/Tecn:Rehab Teaching I
SPED76020 - Voc & Ind Living: Rehab Vis Imp
SPED76400 - Internship 2: Rehab/VI (KC)
SPED76600 - Advanced Orient & Mobility
SPED76800 - Intrm Orient&Mobility: Lab/Sem
SPED77100 - Tchg Rdg Adol WD Dis (KC)
SPED77300 - Math Meth Adol w/Disab (KC)
SPED77500 - Supvd Stdt Teach: 7-12 (KC)
SPED77551 - Supvd Stdt Teaching: Gr 7-12
SPED77600 - Writ & Exec Func for Adol w/WD
SPED77800 - Trans B Ld Pract YI
SPED78100 - Reading Stdt w/LD/Meth 1 (KC)
SPED78151 - Rdg Wrt: Adv Ld Mthd I (KC)
SPED78201 - Trans B-Yr Long Lab
SPED78300 - Math/Org: LD Meth #2
SPED78351 - Adv Ld: Math Methods
SPED78451 - Adv Ld: Cln Tch #2 (KC)
SPED78550 - Practm/Ld 1-3 or 4-6 (KC)
SPED78552 - Stdt Teach: LD 1-3 or 4-6
SPED78652 - Teach Felle LD Beh Dis II (KC)
SPED78700 - Cont Litt Med Schl
SPED78900 - Adlesc Special Ed (KC)
SPED79100 - Alt Asmnt:VI/Deafblind/SD (KC)
SPED79251 - Lang Dev/Alt Com:Sd
SPED79400 - Funct Lang/Cult:Sd
SPED79550 - St Tch:Sev/Mult 1-3 (KC)
SPED79552 - Pract:Sev/Mult 1-3 (KC)
SPED79701 - Edt Research Seminar
SPED79703 - EDD Research Seminar
SPED79902 - Adolescents With Ad
SPED79904 - Interdisciplinary Autism

SPED71152 - Indep Study-Deaf/Hard-of-Hear
SPED71251 - Indep Study-Blind/Visual Imp
SPED71253 - Indep Study-Blind/Visual Imp
SPED71352 - Topics in Special Education
SPED71451 - Itt Practicum: Visual Imp (KC)
SPED71652 - Diff Curr\Gtdtntd
SPED72100 - American Sign Language 2
SPED72300 - Math Stdnts w/Learn Disab (KC)
SPED72400 - Writ Stdnts w/LD Meths 3 (KC)
SPED72500 - Stdt Tch: Learn Disab 1-6 (KC)
SPED72600 - Stdt Teach LD 1-6 (Pt 2) (KC)
SPED73000 - Education of Deaf/HH
SPED73300 - Math/Adap.Deaf/Hard-of-Hear#2
SPED73600 - Aural Rehab: Deaf/HH
SPED73750 - St Tch:Deaf/HOH Pr-6 (KC)
SPED73752 - Pract:Deaf/HOH Pr-6
SPED73760 - Pract:Deaf/HOH Pr-6 (KC)
SPED73762 - Pract:Deaf/HOH Grd5-9 (KC)
SPED74400 - Assistive Tech-Vis Im
SPED74600 - Ed Implic-Deafblind
SPED74851 - St Tch 1: Br/VI Pr-6 (KC)
SPED74853 - Pract 1: Br/VI 7-12 (KC)
SPED74855 - St Tch 2: Br/VI 7-12 (KC)
SPED74857 - Pract 2: Br/VI 7-12 (KC)
SPED75000 - Study/Behavior Dis
SPED75100 - Meth/Mat:Behav Dis (KC)
SPED75200 - St Tch: Bd 1-3/4-6
SPED75251 - St Tch: Bd 4-6 (KC)
SPED75253 - Practicum: Bd 4-6 (KC)
SPED75255 - Supv Pract: BD 1-6 (Pt 1) (KC)
SPED75257 - Supv Pract: BD 1-6 (Pt 2) (KC)
SPED75400 - Diff'g G/T Curric
SPED75600 - Prof Disc&Lead'p G/T
SPED76100 - Skill & Tech Rehab Teaching II
SPED76300 - Internship 1: Rehab/VI (KC)
SPED76500 - Intern Orient & Mobility (KC)
SPED76700 - O&M/Internship/Seminar (KC)
SPED76900 - Adv Orient & Mobility: Lab/Sem
SPED77200 - Sup Clin Tch Adol w/disb1 (KC)
SPED77400 - Sup CI Tch Ad aith Dis 2 (KC)
SPED77550 - Supvd Practicum: 7-12 (KC)
SPED77552 - Supervised Pract: Grades 7-12
SPED77700 - Clin Tching, YL (KC)
SPED78000 - Study of Learning Disabilities
SPED78150 - Rdg Stdnts w/Disabilities Meth
SPED78200 - Clin Tch:Ld Part 1 (KC)
SPED78251 - Clin Tch:Adv Ld Pt 1 (KC)
SPED78350 - Math/Org: Ld Methods (KC)
SPED78400 - Clin Tch: Ld Part 2 (KC)
SPED78500 - St Tch:LD 1-3 or 4-6 (KC)
SPED78551 - St Tch: LD 1-3 or 4-6
SPED78651 - TF-Ld:Bd: Pract 1, YL (KC)
SPED78653 - TF-Ld & Bd: Pract 1, YL
SPED78800 - Fieldwork Chldhd Sped
SPED79000 - Ed Impl Sev/Mult Dis (KC)
SPED79200 - Lang Dev/Alt Com:Sd
SPED79300 - Tlt Comm:Sev/Mtt Dis
SPED79500 - St Tch:Sev/Mult 1-6
SPED79551 - St Tch:Sev/Mult 4-6 (KC)
SPED79553 - Sup Prac:Sev/Mult Dis 4-6 (KC)
SPED79702 - Edt Research Seminar
SPED79901 - Devl Rdg Gr 1 - 9
SPED79903 - TF-Ld: Practicum 2
SPED79905 - Ap Behavior Analysis I

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Theatre Department

Overview
The Hunter College Theatre Department offers students the opportunity to study theatre while exploring New York's vibrant theatre scene. We offer both an MA in Theatre and an MFA in Playwriting. We believe that critical thinking and practical skills nourish each other, and students in both programs can take elective classes in acting, directing and design, in addition to theatre history, literature, and theory. Our accomplished faculty members bring their professional experience as practitioners and scholars outside the college to the classroom. The Department produces one mainstage and several smaller productions each semester, with students taking part in all areas of performance and production.

What can I do with my degree in Theatre?
The MA in Theatre prepares students to teach at all levels, work as a teaching artist or work in a nonprofit in the theatre industry. The MFA in Playwriting prepares a select group of students for professional careers as dramatic writers in theatre, film and television.

Programs

Master's Programs
- Playwriting MFA
- Theatre - MA

Administration and Faculty

Chair:
Gregory Mosher
Baker Theatre Building - 5th floor
151 East 67th St
(212) 772-5149
gm1125@hunter.cuny.edu

Department Office:
Baker Theatre Building - 5th floor
(212) 772-5148
huntertheatreassistant@gmail.com
http://hunter.cuny.edu/theatre

Acting Director of MFA Program
Christine Scarfuto
BTB 530
(212) 650-3003
cs3858@hunter.cuny.edu

Programs

PLAYWR-MFA - Playwriting
THEATR-MA - Theatre

Courses

THC70100 - Research & Bibliography
THC70300 - Dev Drama Struct 1
THC70500 - Theatre in Society
THC71001 - Shakespeare's Comedy
THC71020 - Hist: Theory & Criticism
THC71040 - Dev Drama Struct 2
THC71060 - Studies in Dramatic Genre
THC71050 - Genre: Melodrama
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### Urban Policy and Planning Department

**Overview**

The Department of Urban Policy and Planning offers two graduate degrees, an accredited Master of Urban Planning degree, and a Master of Science in Urban Policy and Leadership degree. Both programs combine theory and practice in order to provide students with an in-depth understanding and appreciation of urban planning and policy.

Since its creation by advocacy planner Paul Davidoff, in 1965, the department has consistently upheld a vision of urban policy and planning as multi-disciplinary fields. In keeping with this vision, the department’s faculty members represent a wide range of disciplines including architecture, economics, history, political science, public health, public policy, social work, sociology and urban planning. They collectively bring a wealth of academic and professional expertise to their teaching. The programs also benefit greatly from a distinguished part-time faculty who bring practical experience and knowledge in both public and non-profit sectors into the classroom. The programs offer specialized courses in advocacy, comparative politics, economic development, education, governance, health, housing, immigration, infrastructure, policy analysis, public and nonprofit management, sustainability and the environment, transportation and urban design.

**What can I do with my degree in Urban Policy and Planning?**

Graduates pursue careers in the following areas: urban and regional planning, community planning and advocacy, economic development, environmental planning, transportation and infrastructure development, housing, public policy, and nonprofit management.

### Urban Policy and Planning Programs and Courses

#### Joint Program

- MS Nursing Administration/MS Urban Policy and Leadership Dual Degree Program
- **Master's Programs**
  - Master of Urban Planning/Juris Doctor
  - Urban Planning - MUP
  - Urban Policy and Leadership - MS

#### Administration and Faculty

**Chair:**

Professor Joseph P. Viteritti  
1606 West  
(212) 772-5597  
jviter@hunter.cuny.edu

**Department Office:**

1611 West  
(212) 772-5518  
Website: http://www.hunterurban.org  
Hours of Operation: Monday – Friday 10:00 AM – 6:00 PM

**Graduate Advisers:**

Prof. Nicholas Dagen Bloom, Program Director, Graduate Program in Urban Planning  
1611 West  
(212) 772-5518  
nb2907@hunter.cuny.edu

Prof. Jill Simone Gross, Program Director, Graduate Program in Urban Policy and Leadership  
1610 West  
(212) 772-5600  
jill.s.gross@hunter.cuny.edu

#### Programs

**URBPLD-MS** - Urban Policy and Leadership  
**URBPLN-MUP** - Urban Planning

#### Courses

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Hunter College

GAHN-MS - Adult Gerontology Primary Care Nurse Practitioner
Degree Designation: MS - Master of Science

GERPR-MS - Gerontological Nurse Practitioner
Degree Designation: MS - Master of Science

GIS-AC - Geographic Information Systems
Degree Designation: ADV/CP - Advanced Certificate Post Baccalaureate

GEOG-MA - Geography
Degree Designation: MA - Master of Arts

GIFTD-AC - Gifted Education
Degree Designation: ADV/CP - Advanced Certificate Post Master’s

GIS-MS - Geoinformatics
Degree Designation: MS - Master of Science

HIST-MA - History
Degree Designation: MA - Master of Arts

INSTLD-EDD - Instructional Leadership
Degree Designation: EDD - Doctor of Education

ITALAE-MA - Italian (Grades 7-12)
Degree Designation: MA - Master of Arts

ITALIAN-MA - Italian
Degree Designation: MA - Master of Arts

ITAEAE-AC - Adolescence Education: Italian, Grades 7-12
Degree Designation: ADV/CP - Advanced Certificate Post Master’s

LATAE-AC - Adolescence Education: Latin, Grades 7-12
Degree Designation: ADV/CP - Advanced Certificate Post Master’s

LATINAE-MA - Latin (Grades 7-12)
Degree Designation: MA - Master of Arts

MATAE-A - Adolescence Education: Mathematics, Grades 7-12
Degree Designation: ADV/CP - Advanced Certificate Post Master’s

MATAEAC-MA - Alt Crt: Mathematics, Grades 7-12 (TRANS B)
Degree Designation: MA - Master of Arts

MENHC-AC - Mental Health Counseling
Degree Designation: ADV/CP - Advanced Certificate Post Master’s

MUSPK12-MA - Music (Grades Pre K-12)
Degree Designation: MA - Master of Arts

NURSUPL-MS - Nursing Administration/Urban Policy and Leadership
Degree Designation: MS - Master of Science

NURS-PhD - Nursing
Degree Designation: PhD - Doctor of Philosophy

NUTRED-AC - Nutrition Dietetic Internship
Degree Designation: ADV/CP - Advanced Certificate Post Baccalaureate

NUTR-MS - Nutrition
Degree Designation: MS - Master of Science

NUTRD-AC - Nutrition Dietetic Internship
Degree Designation: ADV/CP - Advanced Certificate Post Baccalaureate

NUTRFS-MS - Nutrition Focused Study
Degree Designation: MS - Master of Science

ORMOB-AC - Orientation and Mobility
Degree Designation: ADV/CP - Advanced Certificate Post Baccalaureate

PHYAE-AC - Adolescence Education: Physics, Grades 7-12
Degree Designation: ADV/CP - Advanced Certificate Post Master’s

PHYAEAC-MA - Alt Crt: Physics, Grades 7-12 (TRANS B)
Degree Designation: MA - Master of Arts

PLAYWR-MFA - Playwriting
Degree Designation: MFA - Master of Fine Arts

PSYMH-AC - Psychiatric Mental Health Nurse Practitioner
Degree Designation: ADV/CP - Advanced Certificate Post Master’s

PSYMHN-MS - Psychiatric Mental Health Nurse Practitioner
Degree Designation: MS - Master of Science
PT-DPT - Physical Therapy
Degree Designation: DPT - Doctor of Physical Therapy

PUREMTH-MA - Pure Mathematics
Degree Designation: MA - Master of Arts

PYMHNP-DNP - Psychiatric/Mental Health Nurse Practitioner
Degree Designation: DNP - Doctor of Nursing Practice

REHOM-MSED - Rehab Teaching and Orientation and Mobility
Degree Designation: MSED - Master of Science in Education

REHCN-MSED - Clinical Rehabilitation Counseling
Degree Designation: MSED - Master of Science in Education

REHOM-MSED - Rehab Teaching and Orientation and Mobility
Degree Designation: MSED - Master of Science in Education

SBE12-MSED - Teacher of Students with Disabilities - Adolescent, Grades 7-12
(Generalist)
Degree Designation: MSED - Master of Science in Education

SEBN2-MSED - Special Education dual certification with Annotation
Degree Designation: MSED - Master of Science in Education

SOCSTAE-MA - Social Studies: Grades 7-12
Degree Designation: MA - Master of Arts

SPAAEAC-MA - Alt Crt: Spanish, Grades 7-12 (TRANS B)
Degree Designation: MA - Master of Arts

STAPM-MA - Statistics and Applied Mathematics
Degree Designation: MA - Master of Arts

TESFESL-AC - Teaching English as a Second or Foreign/ESL Language
Degree Designation: ADVCERPM - Advanced Certificate Post Master's

TCHBL-MSED - Teachers of Blind
Degree Designation: MSED - Master of Science in Education

THEAED-MA - Theater Education (for non-teachers)
Degree Designation: MA - Master of Arts

THEATR-MA - Theatre
Degree Designation: MA - Master of Arts

THEHAC-M - Alternative Certification; Theatre Education (Trans-B)
Degree Designation: MA - Master of Arts
Hunter College

THEDPC-MA - Theater Education with Previous Certification
Degree Designation: MA - Master of Arts

URBPED-MS - Urban Policy and Leadership
Degree Designation: MS - Master of Science

VAEDAC-MA - Alternative Certification: Visual Arts Education (Trans-B)
Degree Designation: MA - Master of Arts

VIRT-MSED - Visual Impairment: Rehabilitation Teacher
Degree Designation: MSED - Master of Science in Education

All Courses

ACC66000 - Managerial Economics
Credits: 3
The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

ACC77100 - Advanced Financial Accounting
Credits: 3
Coverage will include contemporary financial reporting issues as they relate to FASB’s conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.

ACC77200 - Advanced Federal Income Tax
Credits: 3
Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.

ACC77500 - Advanced Auditing
Credits: 3
Applies principles covered in undergraduate auditing. Topics include auditing of EDP systems; computer-assisted auditing techniques; and a review of special reports, reports on internal control, accounting and review services; and governmental auditing standards.

ACC77700 - State and Local Taxation
Credits: 3
State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.

ADSUP70000 - Human Relations
Credits: 3
Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts/regions; intensive experience in group process. 25 to 35 hrs of leadership experiences in field work

ADSUP70200 - School Building Leadership
Credits: 3
The collaborative nature of organizational management at the building level. 25 to 35 hrs of leadership experiences in field work

ADSUP70400 - Lead/Human Resources
Credits: 4
Lead/Human Resources

ADSUP70600 - School Field Exp
Credits: 3
An intensive school-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention. 200 hrs of leadership experiences in field work

ADSUP70800 - Dist Reg Fld Exp Sem Adm & Sup
Credits: 3
An intensive district/region- and school-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention. 200 hours of leadership experience in field work

ADSUP70900 - Legal Issues in Education
Credits: 3
An introduction to the law and legal issues pertaining to education with a historical perspective on the evolution of the American legislative and judiciary systems as they apply to school law. 25 to 35 hrs of leadership experiences in field work

TRNINTP-MA - Translation and Interpreting
Degree Designation: MA - Master of Arts

URBPIN-MUP - Urban Planning
Degree Designation: MUP - Master of Urban Planning

VAEDPC-MA - Visual Arts Education with Previous Certification
Degree Designation: MA - Master of Arts

VSARTED-MA - Visual Arts Education
Degree Designation: MA - Master of Arts

ACC77000 - Bus Eths, Comm & Prof Acct Res
Credits: 3
Methods and techniques of professional accounting research, ethical issues in accountancy and business, and business communications.

ACC77200 - Accounting Information Systems
Credits: 3
An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.

ACC77400 - Advanced Managerial Accounting
Credits: 3
Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.

ACC77600 - Governmental Accounting
Credits: 3
Accounting, reporting, and auditing issues unique to governmental and nonprofit entities, as well as multinational business entities. Special issues related to audits under GAS and for US companies operating internationally will be covered.

ACC78000 - Acad Acc Res Meth & Proj
Credits: 3
Methods and techniques for academic accounting research. A capstone research project will be completed.

ADSUP70100 - Org/Adm of Sch Sys
Credits: 3
A systems approach using strategic planning for leading district/region organizations. 25 to 35 hrs of leadership experiences in field work

ADSUP70300 - Supervision for Inst
Credits: 3
An examination of productive supervisory techniques which promote the improvement of instruction. 25 to 35 hrs of leadership experiences in field work

ADSUP70500 - Research Seminar: Sup & Admin
Credits: 3
Research design and the application of basic research principles and techniques of research to supervisory and administrative problems in education. 25 to 35 hrs of leadership experiences in field work

ADSUP70700 - Region Field Exp
Credits: 3
An intensive district/region-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention. 200 hrs of leadership experiences in field work

ADSUP70900 - Legal Issues in Education
Credits: 3
An introduction to the law and legal issues pertaining to education with a historical perspective on the evolution of the American legislative and judiciary systems as they apply to school law. 25 to 35 hrs of leadership experiences in field work
ADSUP 71000 - Pln/Imp Tech: K - 12  
Credits: 3  
Pln/Imp Tech: K - 12

ADSUP 71200 - Data Driven Decision  
Credits: 3  
Practical considerations for planning and implementing school improvement using technology and data driven decision-making. 25 to 35 hrs of leadership experiences in field work

ADSUP 71400 - Lead School Reform  
Credits: 3  
Leadership models and change processes as they relate to school reform. 25 to 35 hrs of leadership experiences in field work

ADSUP 71600 - Leadership & Reform  
Leadership & Reform

ADSUP 72000 - Curr Theory & Design  
Credits: 3  
Sources of curriculum and principles of curriculum design with particular emphasis on the role of the supervisor/administrator as a curriculum leader. 25 to 35 hrs of leadership experiences in field work

ADSUP 72200 - Ed Prolms & Issues  
Credits: 3  
Substantive issues and problem analysis in policy planning, implementation and financing of curriculum, instruction and district/region organization. 25 to 35 hrs of leadership experiences in field work

ADSUP 72400 - Admin Sup Spec Ed  
Admin Sup Spec Ed

ADSUP 72451 - Sup of Instr Biling  
Credits: 3  
Sup of Instr Biling

ADSUP 72600 - Sup Spec Ed  
Sup Spec Ed

ADSUP 72700 - Studies: Hist of Ed  
Studies: Hist of Ed

ADSUP 72859 - Lang Use/Biled Admin  
Lang Use/Biled Admin

ADSUP 72862 - Sel Tpcs:Ref Mtls  
Sel Tpcs:Ref Mtls

ADSUP 73100 - Data/Tech & Curr  
Data/Tech & Curr

ADSUP 73100 - Sch/Region Field Exp (KC)  
Credits: 4  
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ADSUP 77700 - Indep St Admin Supvn  
Credits: 3  
Indep St Admin Supvn

ANTH 70200 - Seminar in Ethnology  
Seminar in Ethnology

ANTH 70209 - Religious Words & Worlds  
Religious Words & Worlds

ANTH 70240 - Jewish Diaspora Europe  
Jewish Diaspora Europe

ANTH 70230 - Law and Anthropology  
Law and Anthropology

ANTH 70241 - Anthropology of Media  
Anthropology of Media

ANTH 70100 - Foundations of Anthropology  
Credits: 3  
Surveys history and methods of anthropology, and provides an introduction to the social theories employed in anthropological research.

ANTH 70204 - Postcards to Pinterest:Privacy  
Credits: 3  
Special Topics: Postcards to Pinterest: Privacy and Accessibility in Our Online World

ANTH 70230 - Law and Anthropology  
Law and Anthropology

ANTH 70241 - Anthropology of Media  
Anthropology of Media

ADSUP 71100 - Finance & Facilities  
Credits: 3  
A study of school finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities. 25 to 35 hrs of leadership experiences in field work

ADSUP 71300 - Schl Finance/Budget  
Schl Finance/Budget

ADSUP 71500 - Supervision for Inst  
Supervision for Inst

ADSUP 71700 - Research Sem-Sup&Adm  
Research Sem-Sup&Adm

ADSUP 72100 - Schl Law & Finance  
Schl Law & Finance

ADSUP 72300 - Evaluation: Education Programs  
Credits: 3  
Evaluation: Education Programs

ADSUP 72450 - Sup & Inst-Spec Educ  
Sup & Inst-Spec Educ

ADSUP 72500 - Eval Educ Programs  
Eval Educ Programs

ADSUP 72650 - Adv Wksp Cur: Sp Ed  
Adv Wksp Cur: Sp Ed

ADSUP 72800 - Selected Topics  
Selected Topics

ADSUP 72861 - Sel Tpcs:Schl Law  
Sel Tpcs:Schl Law

ADSUP 72863 - Sel Tpcs:School Refrm  
Sel Tpcs:School Refrm

ADSUP 74100 - Schl District Lead  
Schl District Lead

ADSUP 75600 - Prof Disc & Leadership G/T  
Prof Disc & Leadership G/T
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Hunter College
ANTH73200 - Ethnology of Latin America
Credits: 3
Ethnology of Latin America

ANTH73400 - Ethnology of South America
Credits: 3
Ethnology of South America

ANTH73600 - Remote Sensing Lab
Credits: 3
Remote Sensing Lab

ANTH73144 - Environmental Archeology
Credits: 3
Environmental Archeology

ANTH73146 - Gender in Archaeology
Credits: 3
Gender in Archaeology

ANTH73149 - Archaeology of Mexico & Central America
Credits: 3
Archaeology of Mexico and Central America

ANTH73151 - Sem:Prehist Cul Ecol
Credits: 3
Sem:Prehist Cul Ecol

ANTH73153 - Faunal Analysis
Credits: 3
Faunal Analysis

ANTH73155 - Prehistoric Human Ecology
Credits: 3
Prehistoric Human Ecology

ANTH73157 - Historical Archaeo
Credits: 3
Historical Archaeo

ANTH73159 - Sem: Lithic Analysis
Credits: 3
Sem: Lithic Analysis

ANTH73161 - Arch of Mesoamer
Credits: 3
Arch of Mesoamer

ANTH73163 - African Music
Credits: 3
African Music

ANTH73165 - Politics of Reproduction
Credits: 3
Politics of Reproduction

ANTH73167 - World of The Vikings
Credits: 3
World of The Vikings

ANTH73500 - Archeo:Selected Area
Credits: 3
Archeo:Selected Area

ANTH73552 - Source: Ancient Egypt
Credits: 3
Source: Ancient Egypt

ANTH73651 - Historical Ecology
Credits: 3
Historical Ecology

ANTH73653 - Race Colonialism & Language
Credits: 3
Racialization processes and their connection to colonialism and neo-colonialism have received increasing attention from scholars engaged in the study of language ideologies and discourse practices. This course will examine the connection between language, race and colonialism. The students will explore topics such as the role of linguistic ideologies in the colonialist enterprise; literacy instruction and the construction of hegemonic power; indigenous language revitalization, identity and cultural resistance; and legacies of colonialism in contemporary attitudes toward language.

ANTH73900 - Archaeology of Europe
Credits: 3
The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

ANTH76050 - Archaeology of South Africa
Credits: 3
Archaeology of South Africa

ANTH76100 - Archaeology of Near East
Credits: 3
Archaeology of Near East
ANTH 77000 - Linguistics (Core Course)
 Credits: 3
 Linguistics (Core Course)

ANTH 77101 - Quantitative Data Linguistic Analysis
 Credits: 3
 Quantitative Data Linguistic Analysis

ANTH 77103 - Unacceptable Risk: Language & Health
 Credits: 3
 Unacceptable Risk: Language and Health

ANTH 77105 - Special Topics: Social Media Lang Tech
 Credits: 3
 Special Topics: Social Media Lang Tech

ANTH 77151 - Semantic Research
 Credits: 3
 Semantic Research

ANTH 77153 - Language & Power
 Credits: 3
 Language & Power

ANTH 77155 - Communication and Social Interaction
 Credits: 3
 Communication and Social Interaction

ANTH 77161 - Language and Body
 Credits: 3
 Language and Body

ANTH 77163 - Language, Health & Medicine
 Credits: 3
 Language, Health & Medicine

ANTH 77200 - Grammatical Analysis & Theory
 Credits: 3
 Grammatical Analysis and Theory

ANTH 77551 - Urban Ethnolinguist
 Credits: 3
 Urban Ethnolinguist

ANTH 77663 - Cognitive Linguistics
 Credits: 3
 Cognitive Linguistics

ANTH 78500 - Independent Study or Research
 Credits: 3
 Independent Study or Research (Advanced Osteology)

ANTH 79152 - Primate Conservation
 Credits: 3
 Primate Conservation

ANTH 79155 - Evolution of Human Nature
 Credits: 3
 Evolution of Human Nature
ARTCR61175 - Advanced Painting 1
Credits: 3
Individual tutorial with full-time faculty member. MFA majors in painting only.

ARTCR61200 - Advanced Painting 2
Credits: 3
Advanced Painting 2

ARTCR61252 - Advanced Painting Tutorial 2
Credits: 3
Advanced Painting Tutorial 2

ARTCR61254 - Advanced Painting 2
Credits: 3
Advanced Painting 2

ARTCR61256 - Advanced Painting Tutorial 2
Credits: 3
Advanced Painting Tutorial 2

ARTCR61258 - Advanced Painting Tutorial 2
Credits: 3
Advanced Painting Tutorial 2

ARTCR61260 - Advanced Painting Tutorial II
Credits: 3
Advanced Painting Tutorial II

ARTCR61262 - Advanced Painting Tutorial 2
Credits: 3
Advanced Painting Tutorial 2

ARTCR61264 - Advanced Painting Tutorial 2
Credits: 3
Advanced Painting Tutorial 2

ARTCR61266 - Painting Tutorial 2
Credits: 3
Painting Tutorial 2

ARTCR61268 - Advanced Painting Tutorial 2
Credits: 3
Advanced Painting Tutorial 2

ARTCR61270 - Advanced Painting Tutorial 2
Credits: 3
Advanced Painting Tutorial 2

ARTCR61272 - Advanced Painting Tutorial 2
Credits: 3
Advanced Painting Tutorial 2

ARTCR61278 - Advanced Painting II
Credits: 3
Individual tutorial with full-time faculty member. MFA majors in painting only.

ARTCR61351 - Advanced Painting III
Credits: 3
Advanced Painting III

ARTCR61353 - Advanced Painting Tutorial 3
Credits: 3
Advanced Painting Tutorial 3

ARTCR61355 - Advanced Painting 3
Credits: 3
Advanced Painting 3

ARTCR61357 - Advanced Painting Tutorial 3
Credits: 3
Advanced Painting Tutorial 3

ARTCR61359 - Advanced Painting 3
Credits: 3
Advanced Painting 3

ARTCR61361 - Advanced Painting Tutorial 3
Credits: 3
Advanced Painting Tutorial 3

ARTCR61363 - Advanced Painting 3
Credits: 3
Advanced Painting 3

ARTCR61366 - Advanced Painting Tutorial III
Credits: 3
Advanced Painting Tutorial III

ARTCR61367 - Advanced Painting Tutorial 3
Credits: 3
Advanced Painting Tutorial 3

ARTCR61352 - Advanced Painting Tutorial 3
Credits: 3
Advanced Painting Tutorial 3

ARTCR61354 - Advanced Painting 3
Credits: 3
Individual tutorial with full-time faculty member.

ARTCR61356 - Advanced Painting Tutorial 3
Credits: 3
Advanced Painting Tutorial 3

ARTCR61358 - Advanced Painting Tutorial 3
Credits: 3
Advanced Painting Tutorial 3

ARTCR61360 - Advanced Painting Tutorial 3
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Advanced Painting Tutorial 3

ARTCR61362 - Advanced Painting Tutorial 3
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Advanced Painting Tutorial 3

ARTCR61364 - Advanced Painting Tutorial III
Credits: 3
Advanced Painting Tutorial III

ARTCR61366 - Painting Tutorial 3
Credits: 3
Painting Tutorial 3

ARTCR61368 - Advanced Painting Tutorial 3
Credits: 3
Advanced Painting Tutorial 3
ARTCR61369 - Advanced Painting Tutorial 3  
Credits: 3  
Advanced Painting Tutorial 3

ARTCR61372 - Advanced Painting Tutorial 3  
Credits: 3  
Advanced Painting Tutorial 3

ARTCR61375 - Advanced Painting 3  
Credits: 3  
Individual tutorial with full-time faculty member. MFA majors in painting only.

ARTCR61400 - Studio Tutorial 1  
Credits: 3  
Studio Tutorials are one-on-one meetings with a Faculty member that are used to define methods for the development of the individual student’s art practice. Students are expected to expand their field of knowledge, and demonstrate self-awareness by creating and articulating a clear methodology for their area of study.

ARTCR61600 - Studio Tutorial 3  
Credits: 3  
Studio Tutorials are one-on-one meetings with a Faculty member that are used to define methods for the development of the individual student’s art practice. Students are expected to expand their field of knowledge, and demonstrate self-awareness by creating and articulating a clear methodology for their area of study.

ARTCR62170 - Advanced Sculpture Tutor 1  
Credits: 3  
Advanced Sculpture Tutor 1

ARTCR62171 - Advanced Sculpture Tutor 1  
Credits: 3  
Advanced Sculpture Tutor 1

ARTCR62178 - Advanced Sculpture 1  
Credits: 3  
Development of creative expression in sculpture, including research projects in various media. Individual tutorial with full-time faculty member. MFA majors in sculpture only.

ARTCR62250 - Advanced Sculpture Tutor II  
Credits: 3  
Advanced Sculpture Tutor II

ARTCR62252 - Advanced Sculpture Tutor 2  
Credits: 3  
Advanced Sculpture Tutor 2

ARTCR62254 - Advanced Sculpture Tutor 2  
Credits: 3  
Advanced Sculpture Tutor 2

ARTCR62256 - Advanced Sculpture 2  
Credits: 3  
Advanced Sculpture 2

ARTCR62258 - Advanced Sculpture Tutor 2  
Credits: 3  
Advanced Sculpture Tutor 2

ARTCR62259 - Advanced Sculpture 2  
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Advanced Sculpture 2
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<td>Development of creative expression in sculpture, including research projects</td>
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<td>in various media. Individual tutorial with full-time faculty member. MFA</td>
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Advanced Graphic Tutor 3

ARTCR62767 - Graphic Art 3  
Credits: 3  
Graphic Art 3

ARTCR62949 - Combined Media  
Credits: 3  
Tutorial in various experimental media such as environmental, conceptual, film, video, etc. Individual tutorial with full-time faculty member.

ARTCR62951 - Combined Media Tutorial  
Credits: 3  
Combined Media Tutorial

ARTCR62953 - Combined Media Tutorial  
Credits: 3  
Combined Media Tutorial

ARTCR62955 - Combined Media  
Credits: 3  
Combined Media

ARTCR62957 - Combined Media Tutorial  
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ARTCR62959 - Comb Media Tutorial  
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ARTCR62961 - Combined Media Tutorial  
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ARTCR62968 - Combined Media Tutorial  
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ARTCR62970 - Combined Media Tutorial  
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Combined Media Tutorial

ARTCR62973 - Combined Media Tutorial  
Credits: 3  
Combined Media Tutorial

ARTCR62975 - Combined Media Tutorial  
Credits: 3  
Combined Media Tutorial

ARTCR62978 - Combined Media Tutorial  
Credits: 3  
Combined Media Tutorial

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

ARTCR63000 - Combined Media 2  
Credits: 3  
Combined Media 2

ARTCR63151 - Advanced Photography Tutorial  
Credits: 3  
Advanced Photography Tutorial

ARTCR63153 - Advanced Photography 1  
Credits: 3  
Advanced Photography 1

ARTCR63170 - Adv Photography Tutorial I  
Credits: 3  
Advanced Photography Tutorial I

ARTCR63200 - Advanced Photography 2  
Credits: 3  
Advanced Photography 2

ARTCR63252 - Advanced Photography Tutorial2  
Credits: 3  
Advanced Photography Tutorial2

ARTCR63268 - Advanced Photography Tutorial2  
Credits: 3  
Advanced Photography Tutorial2

ARTCR63274 - Advanced Photography Tutorial2  
Credits: 3  
Advanced Photography Tutorial2

ARTCR63351 - Advanced Photography Tutorial3  
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<td>ARTCR75119</td>
<td>Sculpture Methods</td>
<td>3</td>
<td></td>
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<tr>
<td>ARTCR75121</td>
<td>Bent Stranger in Wilderness</td>
<td>3</td>
<td>Bent Stranger in the Wilderness: An Intersectional Exorcising of Queer</td>
</tr>
<tr>
<td>ARTCR75123</td>
<td>Screens or Futurisms</td>
<td>3</td>
<td>Screens or Futurisms</td>
</tr>
<tr>
<td>ARTCR75125</td>
<td>Artist's Books</td>
<td>3</td>
<td>Artist's Books</td>
</tr>
<tr>
<td>ARTCR75127</td>
<td>Time Based Media</td>
<td>3</td>
<td>Special projects in photography, ceramics, color theory, three-dimensional form theory and related topics.</td>
</tr>
<tr>
<td>ARTCR75129</td>
<td>Writing Elective</td>
<td>3</td>
<td>Writing Elective</td>
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<tr>
<td>ARTCR75131</td>
<td>Figuration</td>
<td>3</td>
<td>Figuration</td>
</tr>
<tr>
<td>ARTCR75133</td>
<td>Special Topics: Performance</td>
<td>3</td>
<td>Special Topics: Performance</td>
</tr>
<tr>
<td>ARTCR75135</td>
<td>Spc Tpcs Performance Mediation</td>
<td>3</td>
<td>Special Topics Performance Mediation</td>
</tr>
<tr>
<td>ARTCR75137</td>
<td>Spc Tpc: Painting Workshop</td>
<td>3</td>
<td>Special Topics: Painting Workshop</td>
</tr>
<tr>
<td>ARTCR75139</td>
<td>Special Topics: Art and Humor</td>
<td>3</td>
<td>Special Topics: Art and Humor</td>
</tr>
<tr>
<td>ARTCR75141</td>
<td>Current Affairs</td>
<td>3</td>
<td>Current Affairs</td>
</tr>
<tr>
<td>ARTCR75143</td>
<td>Outside - Inside</td>
<td>3</td>
<td>Outside - Inside</td>
</tr>
<tr>
<td>ARTCR75145</td>
<td>Somatic Turf</td>
<td>3</td>
<td>Somatic Turf</td>
</tr>
</tbody>
</table>
ARTCR75147 - Elective: Sculpture  Credits: 3
Elective: Sculpture

ARTCR75149 - Printed Matter  Credits: 3
Printed Matter

ARTCR75151 - Anatomy of Vision  Credits: 3
Anatomy of Vision

ARTCR75153 - Photography Project  Credits: 3
Photography Project

ARTCR75155 - Art-Specific Sites  Credits: 3
Art-Specific Sites

ARTCR75157 - Projects in Graphics  Credits: 3
Projects in Graphics

ARTCR75159 - Projects in 2-D & 3-D  Credits: 3
Projects in 2-D & 3-D

ARTCR75161 - Seminar: Performance Art  Credits: 3
Seminar: Performance Art

ARTCR75163 - Videos on Art & Artists  Credits: 3
Videos on Art & Artists

ARTCR75165 - Projects in 3-D  Credits: 3
Projects in 3-D

ARTCR75167 - Art & Politics  Credits: 3
Art & Politics

ARTCR75169 - Time Based CUNY TV  Credits: 3
Time Based CUNY TV

ARTCR75171 - Painting Languages  Credits: 3
Special projects in photography, ceramics, color theory, three-dimensional form theory and related topics.

ARTCR75173 - 3-D Painting Seminar  Credits: 3
3-D Painting Seminar

ARTCR75175 - Photo:Combined Media  Credits: 3
Photo:Combined Media

ARTCR75177 - Artist Books  Credits: 3
Artist Books

ARTCR75179 - Public School  Credits: 3
Public School

ARTCR75181 - Social Fabric of Painting  Credits: 3
Social Fabric of Painting

ARTCR75183 - Artists Coop  Credits: 3
Artists Coop

ARTCR75185 - Rules of Games  Credits: 3
Rules of Games

ARTCR75187 - Gov't Island Printmaking & Pub  Credits: 3
Governor's Island Printmaking and Publishing Intensive

ARTCR75189 - Video as Writing  Credits: 3
Video as Writing

ARTCR75193 - Thesis Seminar  Credits: 3
Thesis Seminar

ARTCR75148 - Graduate Elective in Painting  Credits: 3
Graduate Elective in Painting

ARTCR75150 - Projects in 3-D  Credits: 3
Projects in 3-D

ARTCR75152 - Project in Clay & Casting  Credits: 3
Project in Clay & Casting

ARTCR75154 - Video for Artists  Credits: 3
Video for Artists

ARTCR75156 - Apprenticeship  Credits: 3
Apprenticeship

ARTCR75158 - Color Seminar  Credits: 3
Color Seminar

ARTCR75160 - Art and Magic  Credits: 3
Art and Magic

ARTCR75162 - Art: Public Context  Credits: 3
Art: Public Context

ARTCR75164 - Projects-Computer Graphics  Credits: 3
Projects-Computer Graphics

ARTCR75166 - Life Size Drawing  Credits: 3
Life Size Drawing

ARTCR75168 - Projection Drawing  Credits: 3
Projection Drawing

ARTCR75170 - Collaborations  Credits: 3
Collaborations

ARTCR75172 - Live Art in Visual Environment  Credits: 3
Live Art in Visual Environment

ARTCR75174 - Collage & Assemblage  Credits: 3
Collage & Assemblage

ARTCR75176 - Critical Events Seminar  Credits: 3
Critical Events Seminar

ARTCR75178 - Seminar Comb Med Elec  Credits: 3
Seminar Comb Med Elec

ARTCR75180 - Public Pract / Private Prac  Credits: 3
Public Practice / Private Practice

ARTCR75182 - Elective: Drawing  Credits: 3
Elective: Drawing

ARTCR75184 - Elective Seminar  Credits: 3
Elective Seminar

ARTCR75186 - The Body Responds  Credits: 3
The Body Responds

ARTCR75188 - New Genres Elective  Credits: 3
New Genres Elective

ARTCR75190 - Sculptures Elective  Credits: 3
Sculptures Elective

ARTCR75194 - Fresco Painting  Credits: 3
Fresco Painting
ARTCR75195 - Women in the Arts  
Credits: 3  
Women in the Arts

ARTCR75196 - Special Projects: Painting  
Credits: 3  
Special Projects: Painting

ARTCR75197 - Projects in Video  
Credits: 3  
Projects in Video

ARTCR75198 - Edge of Art  
Credits: 3  
Edge of Art

ARTCR75199 - Painting & Digital Tools  
Credits: 3  
Painting & Digital Tools

ARTCR79000 - MA Thesis Project  
Credits: 3  
MA Thesis Project

ARTCR79200 - Thesis Writing  
Credits: 3  
The class centers on the development and completion of artwork for the student’s MA thesis exhibition. Student works closely with their faculty thesis advisor, meeting regularly as research and work for the exhibition evolves. The faculty advisor helps the student envision and plan the logistics of where and how their work will be installed and displayed in the gallery. The thesis work also serves as a launch into the professional art world and establishes the conceptual and art historical parameters necessary for an ongoing studio practice. Participation in the exhibition represents the successful culmination of the student’s MA studies.

ARTED71000 - Meth Chldhd Art Ed-PreK-6 (KC)  
Credits: 3  
Introduction to pedagogical methods and practices that support productive teaching and learning in the arts for grades PreK-6. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ARTED71200 - Std Tch Vsl Arts PreK-12 (KC)  
Credits: 5  
Teacher candidates complete a total of 70 days of student teaching Monday through Friday (35 days of student teaching at grades pre-K-6 and 35 days at grades 7-12) under the supervision of a Hunter College faculty member and a certified Art Educator in a New York City school selected by the college. Students receiving a grade below B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ARTH60100 - Res Mthd of Art Hist  
Credits: 3  
A thematic examination of African art and ritual from kingdoms and nations across the continent. Visits to museums, especially the collection of the Metropolitan Museum of Art will allow students a direct knowledge of the objects produced by African cultures over a span of centuries. Techniques, styles, trade and cultural factors will be discussed.

ARTH62000 - Roman Art  
Credits: 3  
Roman Art

ARTH62100 - Modern Art 1  
Credits: 3  
Origins and history of modern art in 19th century.

ARTH62200 - Modern Art 2  
Credits: 3  
Modern Art 2

ARTH62300 - Renaissance Art 1  
Credits: 3  
Renaissance Art 1

ARTH62400 - Renaissance Art 2  
Credits: 3  
Renaissance Art 2

ARTH62700 - Modern Art Latin America  
Credits: 3  
Modern Art Latin America

ARTH62800 - Modern Art 4  
Credits: 3  
Modern Art 4

ARTH62900 - Modern Art 5  
Credits: 3  
Modern Art 5

ARTH63000 - Modern Art 6  
Credits: 3  
Modern Art 6

ARTTH61900 - Greek Art  
Credits: 3  
Greek Art

ARTTH62100 - Modern Art I  
Credits: 3  
Modern Art I
This course considers the purpose and function of Buddhist art by examining the role of Buddhist images in situ. How are images used in religious practices, and how do assemblages of images create and define the devotional space? We begin with early archaeological sites in northern India from second century B.C.E., follow Buddhism’s paths of dissemination to Central Asia and China, and conclude with temples in the Himalayas that are still in active use today. Major sites of study include stupas of Sanchi and Amaravati, cave shrines of Ajanta, Bamiyan, Dunhuang, Yungang, Longmen, Xiangtangshan, and Dazu, monastic complexes at Wutai Shan, Alchi, and Tabo, as well as temples in the Potala Palace and the Forbidden Palace. Topics to be covered include representations of the lives of the Buddha, veneration of relics and reliquaries, visualization of scriptures, portraits of saints and eminent masters, mapping of Buddhist cosmology, and manifestations of divine kingship.
ARTH76105 - The Black Index  
Credits: 3  
The Black Index

ARTH76107 - The Museum as Soc Just Space  
Credits: 3  
Collections & Exhibitions: The Museum as Social Justice Space

ARTH76200 - Curatorial Practicum  
Credits: 3  
A subject-specific exhibition seminar/practicum, the course focuses on an exhibition project, led by a faculty member and researched by students, culminating in an exhibition. It acquaints students with all aspects, from creative to practical, of mounting an exhibition. This course may be taken for credit up to 3 times, or up to 9 credits.

ARTH76400 - Curatorial Methods  
Credits: 3  
Curatorial Methods offers students enrolled in the MA, MFA, and Advanced Certificate in Curatorial Studies a grounding in the history of art institutions and the collecting and display practices that have shaped them, as well as a comprehensive understanding of contemporary issues shaping debates around the conception and organizing of exhibitions and the forming and care of collections. Students are led through a curriculum of reading, writing, and discussion that leads to conceiving a coherent exhibition proposal and writing a paper based on extensive research in a topic chosen in consultation with the instructor.

ARTH78001 - 18th Century French Art  
Credits: 3  
18th Century French Art

ARTH78003 - 18th Century Architecture  
Credits: 3  
18th Century Architecture

ARTH78005 - Cages Impact Contemporary Art  
Credits: 3  
Cages Impact Contemporary Art

ARTH78007 - Modern Art  
Credits: 3  
Modern Art

ARTH78010 - Art Ex Islam World & China  
Credits: 3  
Art Ex Islam World & China

ARTH78012 - History Aesthetic Theory  
Credits: 3  
History and Theory of Aesthetic

ARTH78015 - Velazquez  
Credits: 3  
Velazquez

ARTH78017 - Saints and Pilgrims  
Credits: 3  
Saints and Pilgrims

ARTH78019 - On Road: American Museums  
Credits: 3  
On Road: American Museums

ARTH7801B - Public Architecture in France  
Credits: 3  
Public Architecture in France

ARTH7801D - Rome After Empire 300-1000  
Credits: 3  
Rome After Empire 300-1000

ARTH7801F - Michalangelo to De Kooning  
Credits: 3  
Michalangelo to De Kooning

ARTH7801H - Special Topics in Islamic Art  
Credits: 3  
Special Topics in Islamic Art

ARTH7801J - Seminar: Far Eastern Art  
Credits: 3  
Seminar: Far Eastern Art

ARTH7801L - German Paintings Wols to Prest  
Credits: 3  
German Paintings Wols to Present

ARTH78002 - Special Topics: Modern Art  
Credits: 3  
Special Topics: Modern Art

ARTH78004 - Mds: Aesthetics & Soc Con  
Credits: 3  
Mds: Aesthetics & Soc Con

ARTH78006 - Dangerous Liaisons:  
Credits: 3  
Dangerous Liaisons:

ARTH78009 - Medieval and Modernism  
Credits: 3  
Medieval and Modernism

ARTH78011 - Van Gogh: Myth V. Real  
Credits: 3  
Van Gogh: Myth V. Real

ARTH78013 - The Art Thomas Eukin  
Credits: 3  
The Art Thomas Eukin

ARTH78016 - Seminar in Islamic  
Credits: 3  
Seminar in Islamic

ARTH78018 - Realism & Abstraction  
Credits: 3  
Realism & Abstraction

ARTH7801A - Self Portraiture  
Credits: 3  
Self Portraiture

ARTH7801C - Islamic City Pre-Modern Global  
Credits: 3  
The Islamic City from the Pre-Modern to the Era of Globalization

ARTH7801E - Post War Italian Art  
Credits: 3  
Post War Italian Art

ARTH7801G - Seminar in Far Eastern Art  
Credits: 3  
Special Topics: Seminar in Far Eastern Art

ARTH7801I - Special Topics: Bathtime  
Credits: 3  
Special Topics: Bathtime

ARTH7801K - Special Topics: Ag & Prm Lt Amer  
Credits: 3  
Special Topic: Ag & Prm Lt Amer

ARTH7801M - Special Topics: Asian & Islamic  
Credits: 3  
Special Topics: Asian & Islamic
ARTH7801N - Islam Artist Notebook
Credits: 3
Islam Artist Notebook

ARTH7801P - Asian Art
Credits: 3
Asian Art

ARTH7801R - Graduate Seminar in Japanese
Credits: 3
Graduate Seminar in Japanese

ARTH7801T - The Reliquary Effect
Credits: 3
The Reliquary Effect

ARTH7801V - Medici
Credits: 3
Medici

ARTH7801X - Art, Empire and the Global
Credits: 3
Art, Empire and the Global

ARTH7802C - Napoleon
Credits: 3
Napoleon

ARTH7802D - Contemporary Art-Classical Tradition
Credits: 3
Contemporary Art - Classical Tradition

ARTH7802E - Latin American Photography
Credits: 3
Latin American Photography

ARTH7802F - Modern Mosque
Credits: 3
Modern Mosque

ARTH7802G - Post 45 Latin American Art
Credits: 3
Post 45 Latin American Art

ARTH7802H - Special Topics: American Art
Credits: 3
Special Topics: American Art

ARTH7802J - Internat Rococo
Credits: 3
Special Topics: Internat Rococo

ARTH7802L - Totalitarianism
Credits: 3
Special Topics: Totalitarianism

ARTH7802M - Devotion Buddhism
Credits: 3
Special Topics: Devotion Buddhism

ARTH7802N - Love & Death in Italian Art
Credits: 3
Love & Death in Italian Art

ARTH7802O - Aesthetics of the Margins
Credits: 3
Aesthetics of the Margins
ARTH7802Z - Approch Ottoman Art,Cult & Hist
Credits: 3
Special Topics: Approaches to Ottoman Art, Culture and Historiography

ARTH7803Y - 18th Century Art
Credits: 3
18th Century Art

ARTH7800 - Path to Abstraction
Credits: 3
Path to Abstraction

ARTH7820 - Modern and Contemporary
Credits: 3
Modern and Contemporary

CRST7800 - Creating Curatorial
Credits: 3
Creating Curatorial

HUNR7800 - Reading Clement Greenberg
Credits: 3
Reading Clement Greenberg
Hunter College

ARTH7804C - Van Gogh's Modernity
Credits: 3
Van Gogh's Modernity

ARTH7804D - MA Project
Credits: 3
MA Project

ARTH7804F - Anc Egypt Iconoclasm:Pub Art
Credits: 3
Ancient Egyptian Iconoclasm: Public Art

ARTH7804H - Global 19th Century
Credits: 3
Global 19th Century

ARTH7804J - The African Metropolis
Credits: 3
The African Metropolis

ARTH7804K - Picturing Buddhist Biographies
Credits: 3
Picturing Buddhist Biographies

ARTH7804N - Clay Bodies: Porcelain Materiality, Collecting
Credits: 3
Clay Bodies: Porcelain Materiality, Collecting

ARTH7804P - Manet's Testament
Credits: 3
Manet's Testament

ARTH7804Q - Undrstrn Ottoman Urban & Archit
Credits: 3
Istanbul and Cairo: Understanding Ottoman Urbanism and Architecture

ARTH7804S - Ottoman Art
Credits: 3
Ottoman Art

ARTH7804T - Ecology & Materiality of Wood
Credits: 3
Ecology & Materiality of Wood in Qing China

ARTH7804U - Art & Urbanism in African Cities
Credits: 3
Art and Urbanism in African Cities

ARTH7804V - Iconoclasm in Ancient Egyptian
Credits: 3
Iconoclasm in Ancient Egyptian Art

ARTH7804X - Modernism Revisited: Case Stud
Credits: 3
Modernism Revisited: Case Studies

ARTH78050 - American Art: 1950's
Credits: 3
American Art: 1950's

ARTH78052 - Photography & Archive
Credits: 3
Photography & Archive

ARTH78054 - Art of Appropriation
Credits: 3
Art of Appropriation

ARTH78056 - Greek Vase Painting
Credits: 3
Greek Vase Painting

ARTH78058 - History of Photography
Credits: 3
History of Photography

ARTH7805A - Italian Art 1870-1945
Credits: 3
Territoriality, Diaspora, and Empire in Italian Art 1870-1945

ARTH7805C - Visual Culture & Mex-US Border
Credits: 3
La Frontera: Visual Culture & the Mexico-US Borderlands

ARTH7805E - Afr Amer Artists 1870-1980
Credits: 3
African-American Artists & the Graphic Arts 1870-1980

ARTH78061 - Sculpture Since 1965
Credits: 3
Sculpture Since 1965

ARTH78063 - Islamic Object
Credits: 3
Islamic Object

ARTH78065 - Italian Lecture
Credits: 3
Italian Lecture

ARTH78067 - Occidentalism: Islam
Credits: 3
Occidentalism: Islam

ARTH78069 - Art of Victorian Era
Credits: 3
Art of Victorian Era
In this course, each student works individually with their primary advisor towards the completion of polished, submission-ready thesis chapters, which involves the deployment of primary and secondary research, the analysis of objects of visual and material culture, the crafting and polishing of convincing argumentation, and the editing and polishing of language at the sentence, paragraph, and thesis-level. The student will write during this course, breaking down the process into drafting, rewriting and restricting, and editing. Open to students who have completed ARTH 79900.

BILED70100 - Foundation Bilingual Education
Credits: 3
Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BILED711000</td>
<td>Bilingual Literacy (KC)</td>
<td>2</td>
<td>This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.</td>
</tr>
<tr>
<td>BILED712000</td>
<td>Bilingual Literacy - French (KC)</td>
<td>2</td>
<td>This course will be conducted in French and English and will present how to differentiate instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.</td>
</tr>
<tr>
<td>BILED717000</td>
<td>Language Assessment English</td>
<td>3</td>
<td>An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.</td>
</tr>
<tr>
<td>BILED768000</td>
<td>Instruction Native Lang-French</td>
<td>3</td>
<td>Instruction through the Native Language - French</td>
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<tr>
<td>BILED770000</td>
<td>Second Language Learn &amp; Teach</td>
<td>2</td>
<td>Second Language Learning &amp; Teaching</td>
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<tr>
<td>BILED771000</td>
<td>Psych Lang Learning &amp; Teaching</td>
<td>2</td>
<td>Psych Lang Learning &amp; Teaching</td>
</tr>
<tr>
<td>BILED778000</td>
<td>Native Lang Instruction Bisp</td>
<td>3</td>
<td>To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.</td>
</tr>
<tr>
<td>BILED779000</td>
<td>Multicultural Education</td>
<td>3</td>
<td>Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.</td>
</tr>
<tr>
<td>BILED780000</td>
<td>Bilingual Research Seminar</td>
<td>3</td>
<td>The bilingual research seminar, which serves as the culminating experience, focuses on the relationship between educational research and the classroom teacher. Students will review significant bilingual research to consider the implications of findings for bilingual instruction, and they will initiate their own classroom/community studies to reflect upon their own practice and to become critical consumers of research.</td>
</tr>
<tr>
<td>BILED781000</td>
<td>Sup Prct-Bling Tchrs</td>
<td>2</td>
<td>Sup Prct-Bling Tchrs</td>
</tr>
<tr>
<td>BILED782000</td>
<td>Supervised Stdnt Teaching (KC)</td>
<td>4</td>
<td>Grades 1-3 &amp; 4-6 This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.</td>
</tr>
<tr>
<td>BILED785000</td>
<td>Bilingual Dev Assess &amp; Instr</td>
<td>3</td>
<td>This course introduces students to relevant theory and current practice in order to provide students with both conceptual understanding and practical experience with bilingual language development, assessment, and instruction.</td>
</tr>
<tr>
<td>BILED787000</td>
<td>Comp Analysis-English &amp; Span</td>
<td>3</td>
<td>Comp Analysis-English &amp; Span</td>
</tr>
<tr>
<td>BILED789FW</td>
<td>Instr Native Language</td>
<td>3</td>
<td>Instr Native Language</td>
</tr>
<tr>
<td>BILED790000</td>
<td>Bilingual Research Seminar</td>
<td>3</td>
<td>Bilingual Research Seminar</td>
</tr>
<tr>
<td>BILED792000</td>
<td>Fieldwk Bilingual Literacy</td>
<td>1</td>
<td>This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.</td>
</tr>
<tr>
<td>BILED794000</td>
<td>Comp Analysis-English &amp; Span</td>
<td>3</td>
<td>Comp Analysis-English &amp; Span</td>
</tr>
<tr>
<td>BILED795000</td>
<td>Instr Native Language</td>
<td>3</td>
<td>Instr Native Language</td>
</tr>
<tr>
<td>BILED796000</td>
<td>Instruction Native Lang-Chinese</td>
<td>3</td>
<td>Students will learn to master academic Chinese as it relates to bilingual education and the content areas. They will also learn to integrate Chinese language development into content area instruction.</td>
</tr>
<tr>
<td>BILED797000</td>
<td>Psych Lang Learning &amp; Teaching</td>
<td>3</td>
<td>Survey of the research in first and second-language acquisition as it pertains to bilingual children. Emphasis on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom.</td>
</tr>
<tr>
<td>BILED798FW</td>
<td>Multicultural Education</td>
<td>3</td>
<td>Multicultural Education</td>
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<tr>
<td>BILED799FW</td>
<td>Multicultural Education</td>
<td>3</td>
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</tr>
<tr>
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<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
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<td>---------------------</td>
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<tr>
<td>BIOCH77000 - Adv Biochemistry Lec</td>
<td></td>
<td>3</td>
<td>This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.</td>
</tr>
<tr>
<td>BIOCH77102 - Advanced Biochem 2</td>
<td></td>
<td>2</td>
<td>Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology.</td>
</tr>
<tr>
<td>BIOCH771203 - Adv Lab Tech Research in BioCh</td>
<td></td>
<td>1</td>
<td>Individual research project arranged with a faculty member of Department of Chemistry or Department of Biology.</td>
</tr>
<tr>
<td>BIOCH71551 - Seminars in Biochemistry</td>
<td></td>
<td>1</td>
<td>Seminars in Biochemistry</td>
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<td>BIOCH71553 - Seminars in Biochemistry</td>
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**Notes:**
- Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
- Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to register for this course.
- Students who receive a grade of F may not repeat the course and may not continue in the program.
- Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course.
- Twenty days of supervised student teaching at grade level 1-3 in an elementary bilingual setting selected by HUNTER College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
BIOL60200 - Molec Genetics:Science Educ
Credits: 3
Molec Genetics:Science Educ

BIOL60400 - Biology Education I
Credits: 3
This course is designed to provide instructors of high school biology with graduate level biological content knowledge and a sound pedagogical approach to teaching. The goal of this course is to train secondary science educators to understand basic principles in the life sciences and prepare them to teach the Living Environment for middle school and high school students. This course curriculum focuses on basic cellular and molecular concepts in biology.

BIOL60500 - Biology Education II
Credits: 3
This course is designed to dive deep into selected topics in ecology and evolution in a pedagogical content knowledge framework. Using a blend of online and in-person activities, the course guides participants through a series of content area exercises that can be translated to the middle school or high school classroom. The vision for the course is to provide in-depth instruction on ecology and evolution while developing best practices for instruction.

BIOL6055 - Lab Workshop: Biol Education
Credits: 4
Laboratory Workshop in Biology Education 4 Grad Course in Bio. or Perm. of Instructor

BIOL60600 - Science and Society
Credits: 3
Science and Society 3 Biol 610.55 or Perm of Instructor

BIOL60700 - Cell and Tissue Culture
Credits: 3
Cell and Tissue Culture

BIOL70000 - Genetics
Credits: 4
Genetics

BIOL70003 - Image Analysis Bio Structures
Credits: 4
Image Analysis Biological Structures

BIOL7006 - Molecular Biology-Lecture
Credits: 5
Molecular Biology-Lecture

BIOL71401 - Cell Biology
Credits: 4
Cell Biology

BIOL71000 - Plant Physiology
Credits: 3
Plant Physiology

BIOL71004 - Physiology-Nervous System
Credits: 4
Physiology-Nervous System

BIOL71006 - Fine Structure of Cells
Credits: 4.5
Fine Structure of Cells

BIOL71008 - Lab Cell Struct Bio Elect Micro
Credits: 4
A. The students will learn basic concepts of transmission electron microscope, principles of biological sample preparation for transmission electron microscopy, various electron microscopy applications, to be familiar with the morphology of different organelles inside the mammalian cell, and understand the functions of each organelle. B. Lab projects involve: (1) perfusion fixation of mouse tissues; (2) routine transmission electron microscopy sample preparation; (3) techniques and tools used for microtomy; (4) transmission electron microscope alignment; and (5) imaging various cellular ultrastructures using a transmission electron microscope.

BIOL7101 - Advances in Exp Molecular Bio
Credits: 3
Experimental biology is made possible through sophisticated understanding of concepts in molecular biology. When applied at the level of cell biology, we are able to elaborate the rules by which DNA, RNA and proteins function.

BIOL710400 - Biology Education I
Credits: 3
This course is designed to provide instructors of high school biology with graduate level biological content knowledge and a sound pedagogical approach to teaching. The goal of this course is to train secondary science educators to understand basic principles in the life sciences and prepare them to teach the Living Environment for middle school and high school students. This course curriculum focuses on basic cellular and molecular concepts in biology.

BIOL710500 - Workshop in Biotechnology
Credits: 4
Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

BIOL71400 - Internship
Credits: 4
Internship

BIOL73000 - Plant Physiology
Credits: 3
Plant Physiology

BIOL764000 - Biodiversity and Evolution
Credits: 2
This course is designed to prepare secondary science educators to examine essential questions in the life sciences and prepare them to teach the Living Environment regents course for ninth grade high school students and eighth grade middle school students, through the use of resources at the American Museum of Natural History.

BIOL766000 - Challenging Concepts Biology
Credits: 4
Challenging concepts in biological sciences 4 biol 610.55 biol 630 category a: for students who have

BIOL77000 - Genetics
Credits: 4
Genetics

BIOL77003 - Image Analysis Bio Structures
Credits: 4
Image Analysis Biological Structures

BIOL770500 - Developmental Biology
Credits: 3
Developmental Biology

BIOL7710400 - Analysis Mammal Cells-Lab
Credits: 4
Analysis Mammal Cells-Lab

BIOL7710500 - Developmental Biology
Credits: 3
Developmental Biology

BIOL7710700 - Lab: in Cell Ultrastructure
Credits: 4
Lab: in Cell Ultrastructure

BIOL771LB - Analysis Mammal Cells-Lab
Credits: 4
Analysis Mammal Cells-Lab
### Special Topics: Biology

**BIOL79000** - Special Topics: Biology  
Credits: 3  
Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.

**BIOL79006** - Machine Learning Bioinformatic  
Credits: 3  
Machine Learning Bioinformatic

**BIOL79008** - Analysis of Biological Data  
Credits: 3  
Analysis of Biological Data

**BIOL79013** - Cellular Mechanotransduction  
Credits: 3  
Cellular Mechanotransduction

**BIOL79017** - Clinical Trials  
Credits: 3  
Clinical Trials

**BIOL79019** - Intro to Biomedical Genomics 1  
Credits: 3  
Introduction to Biomedical Genomics 1

**BIOL79022** - Sexual Selection in Evolution  
Credits: 3  
Sexual Selection: Current Evolutionary Approaches

**BIOL79028** - Mitochondrial Role Stem Cells  
Credits: 3  
Mitochondrial Role in Stem Cells

**BIOL79035** - Mitochondrial Impairment/Neuro  
Credits: 3  
Mitochondrial Impairment in Neurodegeneration

**BIOL79038** - Neurobio of Learning & Memory  
Credits: 3  
Neurobiology of Learning and Memory

**BIOL79043** - Microbiomes  
Credits: 3  
Microbiomes

**BIOL79044** - Infectious Diseases  
Credits: 3  
Infectious Diseases

**BIOL79045** - Molec Basis Brain & Heart Dis  
Credits: 3  
Molecular Basis of Brain and Heart Disorders

**BIOL79048** - Microbial Pathogenesis  
Credits: 3  
The objective of this course is to familiarize students with an integrative approach to host-microbial interactions. Recent developments in the genetics and physiology of pathogens as well as in the immune response of the host make microbial pathogenesis a very exciting field of research. We will cover Viruses, Bacteria, Fungi and Parasites.

**BIOL79050** - The Nobel Lectures  
Credits: 3  
The Nobel Lectures

**BIOL79051** - Neurosciences I  
Credits: 3  
Seminar may be Offered in any of the following Areas: Cell Biology, Genetics, Biochemistry, Molecule

**BIOL79052** - Gene Regulation  
Credits: 3  
Gene Regulation

**BIOL79053** - Sex, Drugs, Gender, Pol  
Credits: 3  
Sex, Drugs, Gender, Pol

**BIOL79054** - Inr Bioinfo/Genomic  
Credits: 3  
Intr Bioinfo/Genomic

**BIOL79055** - Genomic Integrity  
Credits: 3  
Genome Integrity

**BIOL79056** - Genome Integrity  
Credits: 3  
Genome Integrity

**BIOL79058** - Biomed Inf: Dis Prev  
Credits: 3  
Biomed Inf: Dis Prev

**BIOL79060** - Biology/Immunology: AIDS  
Credits: 3  
Biology/Immunology: AIDS

**BIOL79062** - Struct: Biol Macromolecules  
Credits: 3  
Struct: Biol Macromolecules

**BIOL79064** - Molecular Evolution  
Credits: 3  
Molecular Evolution

**BIOL79065** - The Microbiome Gut-Brain Axis  
Credits: 3  
The Microbiome Gut-Brain Axis

**BIOL79066** - Analyses of Biological Data  
Credits: 3  
Analysis of Biological Data

**BIOL79071** - Cancer Genomics  
Credits: 3  
Cancer Genomics

**BIOL79072** - Investigations into Nobel Prize-Winning Research  
Credits: 3  
An Investigation into Nobel Prize-Winning Research

**BIOL79073** - Microbiome Bioinformatics  
Credits: 3  
Microbiome Bioinformatics

**BIOL79074** - Biomedical Genomics II  
Credits: 3  
Biomedical Genomics II

**BIOL79075** - Molecular Biology of Sensory Transduction  
Credits: 3  
Molecular Biology of Sensory Transduction

**BIOL79076** - Biology of Cancer Progression  
Credits: 3  
Biology of Cancer Progression

**BIOL79077** - Understanding Immunotherapy  
Credits: 3  
Understanding Immunotherapy

**BIOL79078** - Microbiomes  
Credits: 3  
Microbiomes

**BIOL79079** - Infectious Diseases  
Credits: 3  
Infectious Diseases

**BIOL79080** - Microbial Pathogenesis  
Credits: 3  
Advanced Topics in Microbial Pathogenesis

**BIOL79081** - Comput Molecular Biology  
Credits: 3  
Comput Molecular Biology

**BIOL79082** - The Nobel Lectures  
Credits: 3  
The Nobel Lectures

**BIOL79083** - Sex, Drugs, Gender, Pol  
Credits: 3  
Sex, Drugs, Gender, Pol

**BIOL79084** - Ubiquitin/Proteasome  
Credits: 3  
Ubiquitin/Proteasome

**BIOL79085** - Damaged Genes  
Credits: 3  
Damaged Genes

**BIOL79086** - Mech Immune Disorder  
Credits: 3  
Mech Immune Disorder

**BIOL79087** - Cell Biology: Nervous System  
Credits: 3  
Cell Biology: Nervous System

**BIOL79088** - Evol of Infectious Disease  
Credits: 3  
Evol of Infectious Disease

**BIOL79089** - Bacterial Stress Res  
Credits: 3  
Bacterial Stress Res
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theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.
CEDC70450 - Teaching Developmental Reading
Credits: 3
For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.

CEDC70550 - Mathematics Curriculum & Method-DC
Credits: 3
For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics. pre- or coreq: CEDF 709 includes 10 hrs of fieldwork

CEDC70700 - The Arts
Credits: 3
Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1-6. pre- or coreq: CEDF 709 CEDC 712 Advanced Methods of Teaching Math in Elementary Schools Ways to set up and monitor mathematical investigations designed to promote flexible problem solving, active learning, finding patterns, reasoning logically, formulating and verifying hypotheses. Error analysis and remediation.

CEDC71300 - Health Edu/Classroom Teacher
Credits: 3
Health Education for the Classroom Teacher

CEDC715FW - Fieldwork: Read & SS (KCC)
Credits: 1
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC71700 - Independent Rsch Cur & Teaching
Credits: 1
Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

CEDC71900 - Indep Research Cur & Teaching
Credits: 3
Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

CEDC72201 - Social Studies and Ell
Credits: 3
Social Studies and Ell

CEDC70500 - Mathematics Curriculum & Method
Credits: 3
An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics. pre- or coreq: HUNTR

CEDC70600 - Elem Soc St Curric Dev
Credits: 3
The course addresses the knowledge, skills, and attitudes for teaching the Social Studies curriculum to elementary grade students. This course is designed to introduce the content of the New York State Social Studies curriculum and the national standards for teaching Social Studies (http://www.socialstudies.org/standards/strands/) and focus on multiple instructional strategies to deliver this curriculum. There is an emphasis on integrating children's literature, the arts, and technology into the Social Studies curriculum and on experiencing the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum.

CEDC71200 - Adv Meth Teach Math Elem Schls
Credits: 3
Ways to set up and monitor mathematical investigations designed to promote flexible problem solving, active learning, finding patterns, reasoning logically, formulating and verifying hypotheses. Error analysis and remediation.

CEDC71400 - Edu Tech for Elem School Teach
Credits: 3
Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

CEDC71600 - Edu Technology/Math & Science
Credits: 3
An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology with curriculum development creating the strategies to design integrated learning materials in mathematics and science.

CEDC71800 - Independent Rsch Cur & Teaching
Credits: 3
Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

CEDC72200 - Social Studies Curr & Instr
Credits: 3
Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

CEDC72250 - Social Studies Curr & Instruct
Credits: 3
For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.
Hunter College

CEDC72400 - Sdnt Teaching: 1-3 & 4-6 (KC)
Credits: 5
Supervised student teaching at two grade levels, 1-3 and 4-6, in an elementary school selected by HUNTR College; four full days a week plus conferences and professional development workshops. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C- or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC72500 - Sdnt Teaching Grades 1-3 (KC)
Credits: 3
Teacher candidates who take this course must also take CEDC 726 or 727. Supervised student teaching in an elementary school selected by HUNTR College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 727: Practicum in grades 1-3. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C- or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed CEDC 724 or 728. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC72600 - Sdnt Teaching Grades 4-6 (KC)
Credits: 3
Teacher candidates who take this course must also take CEDC 725 or 727. Supervised student teaching in an elementary school selected by HUNTR College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 727: Practicum in grades 4-6. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C- or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC72800 - Practicum in Grades 4-6 (KC)
Credits: 2
Teacher candidates who take this course must also take CEDC 726 or 727. Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C- or C in practicum must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed CEDC 724 or 726. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC72900 - Fieldwork: Special Educators (KC)
Credits: 2
Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups. Students receiving a grade of C- or C in fieldwork must apply to the chairperson for permission to reregister for the course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC73000 - Perspectives on Literacy
Credits: 3
Literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository as well as narrative texts will be utilized.

CEDC73100 - Adv Meth Elem: Math, Sci & Soc St
Credits: 3
This graduate advanced methods builds on and extends the initial methods courses in the areas of mathematics, science, and social studies and also explicitly connects theory from mathematics, social studies, and science methods courses to practice by supporting teacher candidates to design and enact lessons in the context of the elementary school classroom.

CEDC74200 - Workshop in Elem School Math
Credits: 3
The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.
CEDC74300 - Research Sem-Math/Sci Educ
Credits: 3
An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

CEDC74400 - Mathematical/Science Concepts
Credits: 3
Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

CEDC74600 - Geo Persp Elem Edu
Credits: 3
Geo Persp Elem Edu

CEDC74800 - Geometry & Measurement Elem Math
Credits: 3
A study of the underpinnings of Geometry and Measurement and the role they play in curriculum, teaching, and supporting student learning.

CEDC75000 - Mentoring Internship 1
Credits: 3
Mentoring Internship 1

CEDC75500 - Mentoring Internship 2
Credits: 3
Mentoring Internship 2

CEDC75600 - Mentoring Internship 3
Credits: 3
Mentoring Internship 3

CEDC75700 - Mentoring Internship 4
Credits: 3
Mentoring Internship 4

CEDC76000 - Special Topics in the Arts
Credits: 3
The theory and application of children's artistic development. Course includes visual arts contents, instructional techniques, technology, materials and their use across the elementary school curriculum. Through hands-on workshops the teacher candidate will understand how to plan and utilize a visual arts curriculum to enhance student's cognitive, perceptual, expressive and imaginative abilities.

CEDC77150 - Math Curric & Method Tch U Pr I
Credits: 1.5
An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.

CEDC77200 - Fieldwork & Teaching Seminar 1 (KC)
Credits: 2
Fieldwork 8 Teaching Seminar 1 is the initial experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC77400 - Fieldwork & Teaching Seminar 3 (KC)
Credits: 2
Fieldwork 8 Teaching Seminar 3 is the third experience in an elementary partner school for the 'clinically rich' track of the graduate childhood program. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CEDC77600 - Planet Earth: Earth and Space
Credits: 3
Concepts in the Earth and Space sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided. Writing requirements will include analytical and descriptive papers on selected topics.

CEDC77800 - Life Sciences
Credits: 3
Life sciences topics appropriate for the elementary school level are studied through hands-on activities and a variety of pedagogical methods are explored.

CEDC79300 - Practicum 1-6:Year 1 (KC)
Credits: 1
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
CHEM63000 - Science and Society
Credits: 3

CEDF79000 - Soc Fd Biled Alt Crt
Credits: 3

Soc Fd Biled Alt Crt

CEDF70600 - Foundation of Education
Credits: 3

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

CEDF70800 - Social Foundations/Edu-Biling
Credits: 2

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

CEDF71000 - Educational Psychology
Credits: 3

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

CEDF71200 - Child & Adolescence Development
Credits: 4

Child & Adolescence Development

CEDF71300 - Child Adolescence Development Alt Certificate

CEDF71500 - Diversity in American School
Credits: 3

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

CEDF71700 - Ind research Educ Foundations
Credits: 1

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

CEDF71900 - Indep Research Educ Foundations
Credits: 3

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

CEDF75001 - Equity & Divers in Higher Educ
Credits: 3

Equity & Diversity in Higher Education

CEDF75600 - Prof Disc & Lead p G/T
Credits: 3

Prof Disc & Lead p G/T

CEDF77151 - Integrat Sem: Childh Edu - Tu 1
Credits: 1.5

Integrative Seminar: Date Collection and Student Outcomes in Childhood Education, Part 1

CEDF79200 - Int Sem: Childh Educ Research
Credits: 3

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

CHEM63000 - Science and Society
Credits: 3

Science and Society

CHEM63300 - Computational Drug Discovery
Credits: 3

This is an advanced course designed for upper-level undergraduate and graduate students. The course consists of four different modules, through which students are exposed to four different topics of computational drug discovery (CDD). At the end of the semester, students will be equipped to acquire new knowledge on CDD from primary literature.
CHEM64000 - Biochemistry 1
Credits: 3
Biochemistry 1

CHEM64300 - Seminar
Credits: 1
Seminar

CHEM64500 - Biophysical Chemistry
Credits: 4
Biophysical Chemistry 4 either to prepare a research proposal or to conduct a research project.

CHEM64600 - Challenging Concepts in Chem 4
Credits: 4
Challenging Concepts in Chemistry 4

CHEM64900 - Instrumental Analysis
Credits: 5
This is a laboratory-based introduction to electronic instrumentation-based analytical techniques for chemistry and biochemistry, which focuses on theoretical foundations and practical applications. The course discusses instrumental analysis applications in pharmaceutical research and production, materials, food science, forensics, energy, and medical laboratories, as well as basic research in chemistry, physics and biology. The course will be taught in a mixed format including lectures and laboratory projects, student-led discussions, and a final writing/oral presentation project, with a primary emphasis on laboratory experience.

CHEM65000 - Biophysical Chemistry
Credits: 4
Biophysical Chemistry 4 either to prepare a research proposal or to conduct a research project.

CHEM65500 - Demonstrations, Models & Tech
Credits: 3
Demonstrations, Models and Technology 3

CHEM66000 - Challenging Concepts in Chem 4
Credits: 4
Challenging Concepts in Chemistry 4

CHEM66800 - Structural Biology
Credits: 3
This course introduces students to the applications of molecular spectroscopy and other emerging techniques used to study the structure, the molecular interactions of, and the self-assembly of biomolecules. The course will be taught in a mixed format including lectures, computer laboratory projects, student-led discussions on journal papers, and a final writing/oral presentation project.

CHEM67000 - Introduction to Nanotechnology
Credits: 3
This course introduces students to the underlying principles and applications of the emerging fields of nanotechnology and nanoscience. Intended for a multidisciplinary audience with a variety of backgrounds, the course introduces tools and principles relevant at the nano scale. The course discusses current and future nanotechnology applications in engineering, materials, physics, chemistry, biology, electronics, and energy. Not open to students who have taken CHEM 36000.

CHEM69200 - Introduction to Radiochemistry
Credits: 3
Introduction to Radiochemistry is a lecture course with a laboratory component. The course will provide an introduction to the fundamental principles of radiochemistry, radioactive counting instrumentation, radioisotope production and applications of radiochemistry.

CHEM69800 - Special Topics: Chemistry Ed
Credits: 4
Special Topics: Chemistry Education

CHEM69802 - Special Topics: Chemistry Ed
Credits: 2
Special Topics: Chemistry Education

CHEM69803 - Special Topics: Chemistry Ed
Credits: 3
Special Topics: Chemistry Education

CHEM70100 - Chinese Phonology
Credits: 3
Chinese Phonology

CHEM70200 - Modern Chinese Pedagogy Gr
Credits: 3
Modern Chinese Pedagogy Gr

CHEM70300 - Chinese Orthography
Credits: 3
Chinese Orthography

CHEM70500 - Topics Advanced Writing
Credits: 3
Topics in Advanced Writing

CHEM70600 - Topics in Chinese Culture Society
Credits: 3
Topics in Chinese Culture Society

CHEM70700 - Independent Study
Credits: 2
Independent Study

CHEM70901 - Independent Study
Credits: 3
Independent Study

CHEM70903 - Independent Study
Credits: 3
Independent Study

CHEM70904 - Research Doctoral Dissertation
Credits: 4
Research for the Doctoral Dissertation

CHIN70100 - Chinese Phonology
Credits: 3
Chinese Phonology

CHIN70200 - Modern Chinese Pedagogy Gr
Credits: 3
Modern Chinese Pedagogy Gr

CHIN70300 - Chinese Orthography
Credits: 3
Chinese Orthography

CHIN70500 - Topics Advanced Conversation
Credits: 3
Topics Advanced Conversation

CHIN70700 - Topics in Advanced Reading
Credits: 3
Topics in Advanced Reading

CHIN70901 - Independent Study
Credits: 3
Independent Study

CHIN70903 - Independent Study
Credits: 3
Independent Study

CHIN70904 - Research Doctoral Dissertation
Credits: 4
Research for the Doctoral Dissertation

CHIN71000 - Topics Chinese Pedagogy
Credits: 3
Topics Chinese Pedagogy

CHND71200 - Methods 1 Chinese
Credits: 3
Methods 1 Chinese

CHND73100 - Student Teaching In Chinese, Grades 7-12
Credits: 5
Student Teaching In Chinese, Grades 7-12

CHND74110 - Practicum in Chinese (7-9)
Credits: 2
Practicum in Chinese Grades 7-9
needs of K-12 students from Kindergarten through high school as it relates to the American School Counselor Association (ASCA) national domains in academic, career and the personal and social development of the student. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

CLA70700 - Surv Classical Lit/Translation
Credits: 3
An analysis, by genre, of the major traditions of classical literature. Students may take either semester for credit.

CLA70701 - Mediterranean in Bronze Age
Credits: 3
A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

CLA70703 - The Legacy of Ancient Greece
Credits: 3
A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

CLA70100 - Career Counseling
Credits: 3
Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

COCO70300 - Counsel Skills/Interv Tech (KC)
Credits: 3
Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

COCO70400 - Career Development
Credits: 3
Career Development

COCO70600 - Group Counseling (KC)
Credits: 3
Theory and principles of group counseling. Developing group-counseling skills through practice. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

COCO70800 - Measurement and Appraisal
Credits: 3
Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

COCO71000 - Chem Depnd:Issues/Counseling
Credits: 3
Full-semester culminating clinical experience with placements in partner schools. Student teachers will be assigned a highly qualified mentor teacher and a Hunter Clinical Supervisor. Emphasis is placed on growth and development as teachers. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

COCO71200 - Career Counseling
Credits: 4
Application of principles of career development, vocational choice, work adjustment, job seeking skills, worksite analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

COCO71500 - Supervised Tchg. Chinese (KC)
Credits: 4
Full-semester culminating clinical experience with placements in partner schools. Student teachers will be assigned a highly qualified mentor teacher and a Hunter Clinical Supervisor. Emphasis is placed on growth and development as teachers. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
COCO71900 - Individual Supervision (KC)
Credits: 3
Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student’s proficiency and competence as a professional counselor. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

COCO72700 - Special Topics in Counseling
Credits: 3
Study of significant issues, problems, and emerging trends in counseling.

COCO72751 - Spctp:Crisisinterven
Credits: 3
Spctp:Crisisinterven

COCO74100 - Independent Study
Credits: 1
Students will carry out independent project approved by faculty and supervised by a staff member.

COCO74300 - Independent Study
Credits: 3
Students will carry out independent project approved by faculty and supervised by a staff member.

COMHE60100 - Introduction to Gerontology
Credits: 3
Introduction to Gerontology

COMHE70083 - Adolescent Health
Credits: 3
Adolescent Health

COMHE71100 - Community Mental Health Pro
Credits: 2
Community Mental Health Pro

COMHE71300 - Addictions and Dependencies
Credits: 3
Recent findings concerning legal and illegal drugs. Recent legislation. Emphasis on behavioral aspect with focus on abuser rather than substances being abused.

COMHE72000 - Alcoholism
Credits: 3
Alcoholism

COMHE72200 - Couns:Sexality&Fam Pl
Credits: 3
Couns:Sexality&Fam Pl

COMHE72400 - Family & Sexual Violence
Credits: 3
Family & Sexual Violence

COMHE72600 - Health Education in Workplace
Credits: 3

COMHE72900 - Sem Current Health Problems 2
Credits: 2
Sem Current Health Problems 2

COMHE73100 - Geriatric Health Care System
Credits: 3
An introduction to the continuum of health and human services for elderly persons ranging from home care to long-term care facilities.

COMHE73200 - Trans Schl to Adult Living Yth
Credits: 3
Services, programs, and processes for facilitating the transition of youth with disabilities and youth at risk from school to work, post-secondary education, independent living, and adult roles.

COMHE73500 - Seminar in Chemical Dependency
Credits: 3
Counseling Skills and Techniques Introduces students to the various types of counseling involved in working with people who are chemically dependent. Students will have the opportunity to test skills and techniques necessary for counseling in a variety of settings that serve people with chemical dependencies.

COMHE74200 - Independent Study
Credits: 2
Students will carry out independent project approved by faculty and supervised by a staff member.

COMHE60600 - Biostatistics
Credits: 3
Biostatistics

COMHE70300 - Health Advisement in Community
Credits: 3
Health Advisement in Community

COMHE71200 - International Health
Credits: 3
International Health

COMHE71400 - Human Sexuality
Credits: 3
Emotional, social, and physical development related to human sexuality. Emphasis on self-understanding and awareness of own sexual nature and needs. Methods, materials, and evaluation of sex education program in community settings.

COMHE71500 - Family Planning
Credits: 3
Family Planning

COMHE71600 - Sexuality through Life Span
Credits: 3
Considers issues of gender role, gender identity, eroticism, intimacy, love, sexual orientation, social role and genital sexual expression, assists students to distinguish between normal and problematic sexual expression in various life stages.

COMHE71700 - Patient Education
Credits: 3
Patient Education

COMHE72800 - Sem Current Health Problems 1
Credits: 3
Sem Current Health Problems 1

COMHE73000 - Introduction to Gerontology
Credits: 3
An overview of gerontology covering three broad areas: aging, health and society; social and economic outlook for an aging society; and the life course perspective.

COMHE74200 - Aging, Minorities & Women
Credits: 3
An examination of the health needs of older women and various ethnic populations, with an emphasis on urban communities.
COMHE73701 - Fieldwork
Credits: 3
Directed field experiences in official or voluntary health agencies or community social agencies. Placement in relation to student’s background and career expectations. Emphasis on applying classroom concepts and skills. Entire time in one agency, or, for shorter periods, in two or more agencies. Accompanying seminar.

COMHE75000 - Community Health Assessment
Credits: 3
Community Health Assessment

COMHE75200 - Health:Community Org & Develop
Credits: 3
Community Organizing for Health

COMHE74000 - Research & Evaluation
Credits: 3
Basic concepts, methods, and approaches for evaluation research applied to community health education and health-related programs through a critical review of literature and a program evaluation design.

COMHE77000 - Family & Personal Development
Credits: 3
Family & Personal Development

COMHE77003 - Writing for Public Health
Credits: 3
Writing for Public Health

COMHE77006 - Topic:Repro Health:Dip
Credits: 3
Topic:Repro Health:Dip

COMHE77008 - Health Care: Global Eco
Credits: 3
Health Care: Global Eco

COMHE77011 - Soc/Beh Dimens Health
Credits: 3
Soc/Beh Dimens Health

COMHE77021 - Prog Management: Public Health
Credits: 3
Prog Management: Public Health

COMHE77026 - Public Health & Media
Credits: 3
Public Health & Media

COMHE77029 - Topic:Harm Reduction
Credits: 3
Topic:Harm Reduction

COMHE77038 - Food Safety Policy & Science
Credits: 3
Food Safety Policy & Science

COMHE77040 - GIS & Public Health
Credits: 3
GIS & Public Health

COMHE77043 - International Health Agency
Credits: 3
International Health Agency

COMHE77046 - Case Management
Credits: 3
Case Management

COMHE77049 - Urban & Environmental Health
Credits: 3
Urban & Environmental Health

COMHE77053 - Topics:Patient Education
Credits: 3
Topics:Patient Education

COMHE77055 - Clinical Aspect Sexuality
Credits: 3
Clinical Aspect Sexuality

COMHE77059 - Topics Ch Polt System
Credits: 3
Topics Ch Polt System

COMHE77063 - H.R. Mgmt Health Science Admin
Credits: 3
H.R. Management Health Science Admin

COMHE73800 - Field Work 1
Credits: 6
Field Work 1

COMHE75100 - Community Health Interventions
Credits: 3
Community Health Interventions

COMHE75300 - Health:Community & Fund
Credits: 3
This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

COMHE76000 - Intro Health Serv Management
Credits: 3
Intro Health Serv Management

COMHE77002 - Survey Research Method
Credits: 3
Survey Research Method

COMHE77005 - Reducing Disparities
Credits: 3
Reducing Disparities

COMHE77007 - Public Health Research
Credits: 3
Public Health Research

COMHE77009 - Community Health Workers
Credits: 3
Community Health Workers

COMHE77019 - Env Just & Comm Health
Credits: 3
Env Just & Comm Health

COMHE77025 - Maternal & Children Health
Credits: 3
Maternal & Children Health

COMHE77028 - Topic:Hunger in America
Credits: 3
Topic:Hunger in America

COMHE77032 - Women, HIV & Violence
Credits: 3
Women, HIV & Violence

COMHE77039 - Asthma Control Program
Credits: 3
Asthma Control Program

COMHE77041 - Interdis Res in Ph
Credits: 3
Interdis Res in Ph

COMHE77045 - Substance Abuse Policy
Credits: 3
Substance Abuse Policy

COMHE77047 - Housing and Health
Credits: 3
Housing and Health

COMHE77050 - Planning:Community Health
Credits: 3
Planning:Community Health

COMHE77054 - Health Program Funding
Credits: 3
Health Program Funding

COMHE77056 - Counsel Family Planning
Credits: 3
Counsel Family Planning

COMHE77060 - Issues Sexuality & Rep Women
Credits: 3
Issues Sexuality & Rep Women

COMHE77064 - Topics: Basic Financial Mgmt
Credits: 3
Topics: Basic Financial Management
COMSC61500 - Speech and It's Production
Credits: 3
An overview of the structure of speech and the basic mechanisms involved the production of speech sounds; a foundation for a more in-depth study of speech science and its application to clinical practice in speech-language pathology and audiology; structure and organization of the ventilatory, laryngeal, supralaryngeal and orofacial mechanisms; issues in basic speech acoustics and perception.

COMSC64000 - Introduction to Audiology
Credits: 3
Etiology and pathology of hearing disorders, basic properties of the auditory stimulus: measurement of pure tone thresholds by air and bone conduction. Overview of the audiologist in diagnosis and management of hearing disorders.

COMSC70100 - Counsel Communication Hand
Credits: 2
CounselCommunication Hand

COMSC70200 - Multicult Iss Counsel & Comm
Credits: 3
This course presents a multicultural perspective of counseling theories, techniques and strategies for persons with disorders and their families. It addresses the impact of cultural, ethnic, gender, socioeconomic and individual variations in culturally appropriate delivery of services to individuals with speech-language disorders as well as those acquiring English as a second language.

COMSC64200 - Clinical Observation Comm
Credits: 2
Clinical Observation Communication

COMSC64201 - Clinical Observation
Credits: 1
Clinical Observation

COMSC70300 - Prof Practice Educ Settings
Credits: 3
The multifaceted role of the speech-language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

COMSC70500 - Acoust,Physio, Audit Phonetics
Credits: 3
A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement, and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

COMSC70600 - Summative Project 1
Credits: 3
The intention of this Project is for students demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

COMSC70700 - Summative Project 2
Credits: 2
The intention of this Project is for students demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

COMSC71000 - Intro:Psych,Phy Actc
Credits: 3
Intro:Psych,Phy Actc

COMSC71100 - Models of Language
Credits: 3
This course is designed to further the understanding of the nature of the language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. Moreover, the student will gain exposure to an interdisciplinary approach to the notion of language learning.
COMSC71200 - Neuroanatomy Processes of Comm
Credits: 3
Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

COMSC71400 - Sch Age Lng Dev Dis
Credits: 3
Sch Age Lng Dev Dis

COMSC71600 - Phonological Devel & Disorders
Credits: 3
Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

COMSC71800 - Language & Literacy Disorders
Credits: 3
The impact of language disorders in school-age children and adolescents on their acquisition of academic skills required for the development of literacy skills and written language (reading, spelling and writing); cognitive and social aspects of communication; formal and informal assessment; collaborative management strategies; cultural diversity issues.

COMSC72000 - Clinical Method Sph Lng Path
Credits: 3
This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. This course includes 25 hours of clinical observation, which are external to the course hours. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

COMSC72200 - Studies in Bilingualism
Credits: 3
This class involves a survey of classical and contemporary psycholinguistic literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development (3) the bilingual brain (4) learning to reading in more than one script and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

COMSC72500 - Dev Motor Speech & Swal disorder
Credits: 3
Diagnosis and management of childhood dysarthrias, developmental apraxia of speech and related disorders of swallowing.

COMSC71300 - Lang Dev-Preschl Yrs
Credits: 3
Language Development-Preschool Years

COMSC71500 - Communication Process Aging
Credits: 3
Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

COMSC71700 - Language Disorders in Children
Credits: 3
Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism, and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by the Federal Law; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school and community settings.

COMSC71900 - Assessmt Management Dysphagia
Credits: 4
This course addresses normal swallowing function and abnormal swallowing function across the lifespan, clinically known as dysphagia. Evaluation, management and treatment of dysphagia across various neurological, mechanical and esophageal conditions in infants, children and adults will be emphasized. Interpretation of Modified Barium Swallow and Fiberoptic Endoscopic Evaluation of Swallow studies, as well as non-oral options for nutrition/hydration will be addressed.

COMSC72400 - Dev Acq Motor Speech Disorder
Credits: 4
Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children and adults; assessment and therapeutic management strategies in social, educational and vocational settings.

COMSC72600 - Adult Neurogenic Disorders
Credits: 3
Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.
This course addresses the identification, assessment, diagnosis and management of dysphonia and related laryngeal disorders, providing an overview of the functional, congenital, psychogenic, trauma-related, organic, and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in assessment of phonatory disorders is discussed, and a survey of treatment techniques and strategies for voice patients is presented. In addition, laryngectomy rehabilitation will be presented. An off-campus trip to an ENT/ voice lab in the metropolitan area will be scheduled for later in the semester.

COMSC72902 • ClinPrac Sp-La Path
Credits: 1
Clin Prac Sp-La Path

Second clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed Speech-Language Pathologist. College-supervised on-campus clinical practica or off-campus clinical practica include experiences in settings with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood. All COMSC Students have at least one school setting practicumplacement.

COMSC73000 • Cranio-Fac Disord Sp
Credits: 3
Broad spectrum of velopharyngeal incompetence, including embryogenesis, classification of clefts, aspects of cleft palate speech, associated disorders, modes of formal and informal assessment and intervention strategies within the home, school, hospital and work environments; current surgical and prosthetic management of cleft lip, palate and related craniofacial disorders; impact on learning and literacy acquisition.

COMSC73300 • Clin Meth Speech-Lang D&A
Credits: 2
This course is a continuation of the discussion the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation and administration of appropriate, client specific formal and informal assessment tools.

COMSC73500 • Cl Math Sp-La P&Dy
Credits: 3
This clinical seminar addresses typical processes of reading across the lifespan including pre literacy skills and acquired dyslexia. Reading disorders in children and adults are discussed, differential diagnosis, therapeutic intervention; the role of the speech-language pathologist in the educational setting; collaboration among reading professionals, school based curriculum and neuro-rehabilitation.

COMSC73600 • Clin Sem Sp-La Patho
Credits: 2
Assessment measures and intervention strategies for individuals with disorders of speech and language across the lifespan; development of professional oral and written communication skills.

COMSC73800 • Comm & Develop Disabilities
Credits: 3
This course surveys the communication status of individuals with developmental disabilities (i.e., intellectual disability, autism spectrum disorders, and cerebral palsy) with a focus on evidence-based assessment and intervention practices across the life span.

COMSC74000 • Aural Habit & Rehabilitation
Credits: 3
Aural Habit & Rehabilitation

COMSC72800 • Clinical Practicum: Spch-Lang
Credits: 1
First-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practical include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood.

COMSC72901 • Clin Prac Sp-La Path
Credits: 1
Clin Prac Sp-La Path

COMSC72903 • Clinical Practice Sp-La Path
Credits: 1
Clinical Practice Sp-La Path

COMSC73100 • Head and Neck
Credits: 3
Assessment and management of surgically based swallowing disorders in children, adolescents and adults; rehabilitation of speech, voice following oral and laryngeal surgery including the use of speech aids.

COMSC73400 • Cult Div Iss Cl Proc
Credits: 1
Cult Div Iss Cl Proc

COMSC73501 • Adv Cl Prac in Slp
Credits: 2
Adv Cl Prac in Slp

COMSC73700 • Clin Mth Spch-Lang Path De AAC
Credits: 4
This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Developmental Disabilities (DD) (intellectual disability, autism spectrum disorders, cerebral palsy, and others) & Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of assessment, diagnostic intervention planning & implementation, data- collection & interpretation, and follow-up assessment for monitoring progress across the lifespan in individuals with developmental disabilities. Presentation of no-tech (unaided communication), low-tech, mid-tech and high-tech AAC supports will be made available.

COMSC73900 • Clinical Practicum Spch-Lang
Credits: 1
Second-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

COMSC74100 • Advanced Audiology
Credits: 3
Advanced Audiology
This course provides an overview of topics in audiology that are highly relevant to the professional in Speech-Language Pathology. Specifically, the identification, assessment and management of individuals across the life span (newborns through older adults) who have hearing loss and auditory processing disorders and disabilities are topic covered in this course. Particular emphasis will be on the role of speech-language pathologists in aural (re)habilitative processes including cochlear implant use and other assistive technologies. Roles and responsibilities of the speech-language pathologist working with other disciplines as delineated in the Scope of Practice for the profession and the Code of Ethics of the American Speech-Language-Hearing Association are similarly reviewed.

Basic principles and clinical applications of otoacoustic emissions and acoustic immittance in newborns, infants, children and adults.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>COMSC77103</td>
<td>Prof Pract: Law &amp; Regul</td>
<td>3</td>
<td>Professional Practice in Law and Regulation</td>
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<tr>
<td>COMSC77109</td>
<td>0-3: At Risk Infant &amp; Toddler</td>
<td>3</td>
<td>0-3: At Risk Infant &amp; Toddler</td>
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<tr>
<td>COMSC78100</td>
<td>Independent Study</td>
<td>2</td>
<td>Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.</td>
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<tr>
<td>COMSC78300</td>
<td>Independent Study</td>
<td>3</td>
<td>Independent Study</td>
</tr>
<tr>
<td>COMSC79001</td>
<td>Dysphagia</td>
<td>3</td>
<td>Normal and abnormal swallowing function. Radiographic interpretation and fiberoptic evaluation of swallowing. Evaluation and treatment across various etiologies for tracheostomized and ventilator-dependent patients.</td>
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<tr>
<td>COMSC79004</td>
<td>Special Topic Slp &amp; Aud</td>
<td>3</td>
<td>Special Topic Slp &amp; Aud</td>
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<tr>
<td>COMSC79006</td>
<td>Comm Dis Biling Spkr</td>
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<td>Comm Dis Biling Spkr</td>
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<tr>
<td>COMSC79008</td>
<td>Augmentatv &amp; Alt Commu</td>
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<td>Augmentatv &amp; Alt Commu</td>
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<td>COMSC79100</td>
<td>Cl Prac Sp. Lang &amp; Aud</td>
<td>1</td>
<td>Cl Prac Sp. Lang &amp; Aud</td>
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<tr>
<td>COMSC79650</td>
<td>Special Problems</td>
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<tr>
<td>COMSC79652</td>
<td>Special Problems</td>
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<tr>
<td>COMSC79900</td>
<td>Thesis Seminar</td>
<td>3</td>
<td>Hours to be arranged. Individual research under supervision.</td>
</tr>
<tr>
<td>COUNM71700</td>
<td>Diagnosis &amp; Treatment</td>
<td>3</td>
<td>Psychopathology: Diagnosis &amp; Treatment</td>
</tr>
<tr>
<td>COUNM71900</td>
<td>Adv Counseling Skills &amp; Contem</td>
<td>3</td>
<td>This clinical course is designed to improve basic counseling skills and provide training in advanced counseling skills. It also provides the opportunity to apply counseling skills and knowledge to address contemporary issues in mental health counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This course will allow students to apply theoretical knowledge and approaches to interventions, and assess their professional strengths and areas that need improvement. Under the supervision of the instructor, students will receive in-depth training to process their clinical skills and gain additional self-awareness. Students will also expand their conceptualization skills and understanding of appropriate counseling approaches and strategies.</td>
</tr>
<tr>
<td>COUNM71900</td>
<td>- Fdn Mental Health Counseling</td>
<td>3</td>
<td>Fdn Mental Health Counseling</td>
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<tr>
<td>COUNM71800</td>
<td>Pract Mental Health Couns (KC)</td>
<td>3</td>
<td>This course is designed for students to continue building the counseling skills and self-awareness developed in previous counseling program course work. This practicum provides students with a semester-long opportunity to begin gaining actual counseling experience at an agency/school while being supervised by an on-site supervisor. In conjunction with this course seminar and fieldwork hours, students also participate in individual, weekly supervision with a Hunter College instructor (COUNM 71900: Individual Supervision).</td>
</tr>
<tr>
<td>COUNM72000</td>
<td>Prog Development &amp; Evaluation</td>
<td>3</td>
<td>Prog Development &amp; Evaluation</td>
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</tbody>
</table>
This course and fieldwork is a continued experience in applying techniques of mental health counseling with selected populations in a variety of settings. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. This course is designed for students to gain additional counseling knowledge, skills, and self-awareness about how their client’s and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

**COUNR71600 - Resources & Foundations Rehab**
Credits: 3
History, philosophy, and principles of the vocational rehabilitation process. Economic, legal, ethical, and social issues influencing rehabilitation services. Observation of services available in state, city, and private agencies.

**COUNR71900 - Adv Couns Skills & Contemp Iss**
Credits: 3
This clinical course is designed to both reinforce and improve basic counseling skills and provide training in advanced counseling skills. It also will provide the opportunity to apply counseling skills and knowledge to address contemporary issues in rehabilitation counseling. It is intended to expand on and consolidate the skills learned in COCO 70100. This experience will allow students to apply theoretical knowledge and approaches to interventions and assess his/her professional strengths and areas that need improvement. Under the supervision of the instructor students will receive in-depth training to process their clinical skills and gain additional self-awareness. The students will also expand their conceptualization formulation and understanding of appropriate counseling approaches and strategies.

**COUNR72500 - Internship Counseling I (KC)**
Credits: 4
Continued experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**COUNR73000 - Counseling with the Aging**
Credits: 3
Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

**COUNS71600 - Urban Counseling**
Credits: 3
Urban Counseling

**COUNS71800 - Practicum in Counseling (KC)**
Credits: 3
This course is designed for students to continue building the counseling skills and self-awareness developed in previous course work. Practicum provides students with a semester-long opportunity to gain actual counseling experience at an agency/school while being supervised by an on-site supervisor. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**COUNM72500 - Internship Mntl Hlth Coun 1 (KC)**
Credits: 4
The second part of the mental health counseling internship follows COUNM 72500 Internship in Mental Health Counseling I. This course is designed for students to continue to gain additional counseling knowledge, skills, and self-awareness about how their client’s and their own personal qualities, needs, motivations, and values can facilitate or interfere with their effectiveness as a counselor.

**COUNR71800 - Practicum In Counseling (KC)**
Credits: 4
To be arranged in selected field settings. Experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. Students seeking the bilingual extension will do this practicum in a setting in which they can work with Spanish-speaking clients. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**COUNR72000 - Medical Aspects of Disability**
Credits: 3
Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

**COUNR72400 - Internship in Counseling 2 KC**
Credits: 4
The second part of the mental health counseling internship follows COUNM 72600 Internship in Mental Health Counseling II. This course is designed for students to gain additional counseling knowledge, skills, and self-awareness, expand on their case conceptualization formulation, further hone their counseling and documentation (ex: Individualized Education Plan, etc.) skills. And students will enhance their understanding on how multicultural and ethical issues impact the counseling process. Furthermore, students will learn how their own motivations or needs, values and individual characteristics can either facilitate or hinder their effectiveness as a counselor. Supervision in counseling will also address academic achievement, personal/social development and career development, community resources, referral procedures, followup and advocacy.
With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review. (Taken last semester prior to graduation)

**COUNS72051 - Behavior Apps Counseling**

Credits: 3

Behavior Apps Counseling

This course provides school counselors with the knowledge and skills to create a supportive school climate that includes collaborative work with school personnel, family, and community to cultivate an inclusive, nurturing, and physically safe learning environment for school stakeholders, including students, staff, families, and community. Specifically, counselors will gain the knowledge and skills to be school leaders and engage in consultation, collaborative problem solving, and systems-level interventions in school settings. Theories, models, and processes of consultation and change with administrators, teachers, parents, community, and mental health agencies, and students will be addressed. Consultation within a cross-cultural and ethical framework will be emphasized with particular focus on students with behavioral and learning issues. The majority of this course will be devoted to learning about and developing skills and strategies required to conduct collaborative consultation services. The course format and assignments include lecture, applied case work, group work, student presentations, and class discussion.

**COUNS72600 - Internship in Counseling II**

Credits: 4

This course is designed for students to gain additional counseling skills and self-awareness about how their personal qualities, needs, motivations, and values can either facilitate or interfere with their effectiveness as a counselor. Students will continue developing school counseling skills, including data analysis and action plans, responsive services, and consultation with school personnel.

**COUNS75051 - Seminar 1: Interviewing**

Seminar 1: Interviewing

**COUNS75151 - Sem2:Grp CsIng Techs**

Sem2:Grp CsIng Techs

**COUNS75252 - Sem3:Career Development**

Sem3:Career Development

**COUNS75351 - Sem4:Voc Application**

Sem4:Voc Application

**COUNS75451 - Sem5:CsIng Practicum**

Sem5:CsIng Practicum

**COUNS75551 - Sem-Couns 6: Org Adm**

Sem-Couns 6: Org Adm

**COUNS75651 - Sem-Couns 7:Counseling**

Sem-Couns 7:Counseling

**CSCI70100 - Operating Systems**

Credits: 3

Operating Systems

This course will provide aspiring and practicing teachers with a deeper knowledge of computer science. Students will study data representation in computer systems and data abstraction techniques. Topics covered include static and dynamic storage methods, lists, stacks, queues, trees, recursion, and analysis of algorithms and their applications relevant in a classroom setting.
CSCI70500 - Algorithms
Complexity and applicability of file and data manipulation techniques including searching, sorting, supporting internal and external data structures, sequential and random access methods, basic big data techniques and other topics.

CSCI70900 - Programming High Level Lang
Programming in a high level language introduces students to computer programming and goes well beyond an introductory class. The course will provide an overview of a language such as Java language and dive into important programming concepts including object-oriented programming, inheritance, exception handling, debugging techniques and more.

CSCI71100 - Cloud Obscure Security & Integrity
Privacy requirements, computer system security; policy formation, authorization, data integrity, audit control; other topics.

CSCI72400 - Computational Theory
Turing machine model for computation: multiple tapes, multiple heads and nondeterminism, space-bounded and time-bounded TMs; completeness theorems.

CSCI74000 - Computer Modeling & Simulation
Examination of major models of data systems; Petri sets, data flow diagrams, queuing theory, other topics.

CSCI75100 - Cryptography
Cryptographic algorithms, public key cryptography, data confidentiality and integrity, privacy, secret sharing, key management, digital signatures, identity-based encryption, post-quantum cryptography.

CSCI75300 - Graph Theory 2
Graph theory, connectivity, planarity, coloring, flows, matching, network flows, shortest paths, matroid theory, embeddings and decompositions.

CSCI77200 - Contemporary Office Techniques
Contemporary Office Techniques

CSCI77400 - Real Time Systems 1
Real Time Systems 1

CSCI77600 - Software Metrics
Software Metrics

CSCI77900 - Ethics and Computer Science
Ethical concerns are frequently ignored in technical fields but as a society we are discovering their immense importance. Algorithms can have unintended affects due to hidden bias, security and privacy can be affected negatively when decisions are made for technical merit or user convenience, and social networks have resulted in issues ranging from fake news to echo chambers and more. In this course, we will explore ethical issues in computer science through a combination of programming assignments, case studies and discussions of current events.

CSCI79500 - Seminar: Comp Linguistics
Seminar: Comp Linguistics

CSCI79502 - Sem-Machine Learning
Sem-Machine Learning

CSCI79504 - Sem-Adv Cmp Graf Tec
Sem-Adv Cmp Graf Tec

CSCI79506 - Error Correcting Cds
Error Correcting Cds

CSCI79508 - Seminar in Knowledge Rep
Seminar in Knowledge Rep

CSCI70700 - Mod Tpcs Concepts Comp Scien
This course will provide aspiring and practicing teachers with base knowledge in a number of the most important disciplines in computer science. Students will study and create working systems using a variety of tools, techniques, and technologies. Sample topics include functional programming, data mining, computer graphics, and artificial intelligence.

CSCI71000 - Contemporary D Base Technique
Contemporary D Base Technique

CSCI72000 - Form Meth Programming Language
Form Meth Programming Language

CSCI73000 - Computer Systems
Terminology, function units, buses, DMA, interrupts, priorities, memory systems, I/O systems, parallel processing and networking.

CSCI75000 - Combinatorial Comp
Combinatorial Comp

CSCI75200 - Graph Theory 1
Graph Theory 1

CSCI76000 - Computational Linguistics
Computational Linguistics

CSCI77300 - Data Comm & Networks
Analysis of breakthroughs in the areas of telecommunications and networking, current research; case studies of pioneering applications.

CSCI79100 - Independent Study Comp Science
Independent Study under the direction of a faculty member. The course may be repeated for credit twice.

CSCI79501 - Sem:Gen. Algorithms
Sem:Gen. Algorithms

CSCI79503 - Semnr-4 Color Problem
Semnr-4 Color Problem

CSCI79505 - Semnr Clnt Serv Arch
Semnr Clnt Serv Arch

CSCI79506 - Error Correcting Cds
Error Correcting Cds

CSCI79507 - Seminar in Knowledge Rep
Seminar in Knowledge Rep

CSCI79509 - Cognition & Computation
Cognition & Computation
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSCI79510</td>
<td>Database Management</td>
<td>3</td>
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<tr>
<td>CSCI79512</td>
<td>Sem Fuzzy Sets, System</td>
<td>3</td>
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<tr>
<td>CSCI79514</td>
<td>Ultrahigh Speed Networks</td>
<td>3</td>
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<tr>
<td>CSCI79516</td>
<td>Form Lang &amp; Autom Theo</td>
<td>3</td>
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<tr>
<td>CSCI79518</td>
<td>Sem: Comp Linguistics</td>
<td>3</td>
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<tr>
<td>CSCI79520</td>
<td>Computer Vision</td>
<td>3</td>
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<tr>
<td>CSCI79522</td>
<td>Deep Learning</td>
<td>3</td>
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<tr>
<td>CSCI79524</td>
<td>Parallel Computing</td>
<td>3</td>
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<tr>
<td>CSCI79526</td>
<td>Intro to Reactive Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI79528</td>
<td>VR, AR, Mixed Reality</td>
<td>3</td>
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<tr>
<td>CSCI79530</td>
<td>Advanced Visualization Tools</td>
<td>3</td>
</tr>
<tr>
<td>CSCI79800</td>
<td>Project in Computer Science</td>
<td>3</td>
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<tr>
<td>DAN70100</td>
<td>Graduate Dance Technique</td>
<td>2</td>
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<tr>
<td>DAN73000</td>
<td>Studies of Forms</td>
<td>3</td>
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<tr>
<td>DAN73500</td>
<td>Performance and Presentation</td>
<td>1</td>
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<td>DAN74000</td>
<td>Aesthetics</td>
<td>3</td>
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<tr>
<td>DAN74400</td>
<td>Modes of Inquiry</td>
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<tr>
<td>DAN74620</td>
<td>Site Specific Dance</td>
<td>3</td>
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<tr>
<td>DAN74900</td>
<td>Advanced Visualization Tools</td>
<td>3</td>
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<tr>
<td>CSCI79511</td>
<td>Machine Language: Induction</td>
<td>3</td>
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<tr>
<td>CSCI79513</td>
<td>Sem: Adv Discr Stru</td>
<td>3</td>
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<td>CSCI79515</td>
<td>Multi-Valued Logic</td>
<td>3</td>
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<td>CSCI79517</td>
<td>Software Verification</td>
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<td>CSCI79519</td>
<td>Sem: Machine Learning 2</td>
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<tr>
<td>CSCI79521</td>
<td>Advanced Programming Languages</td>
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<tr>
<td>CSCI79523</td>
<td>Data Networking</td>
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<tr>
<td>CSCI79525</td>
<td>Seminar: Big Data</td>
<td>3</td>
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<tr>
<td>CSCI79527</td>
<td>Microprocessing &amp; Embedded Sys</td>
<td>3</td>
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<tr>
<td>CSCI79529</td>
<td>VR, AR, Mixed Reality</td>
<td>3</td>
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<tr>
<td>CSCI79530</td>
<td>Advanced Visualization Tools</td>
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<td>CSCI79800</td>
<td>Project in Computer Science</td>
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<tr>
<td>DAN70500</td>
<td>Main: Dancers Instrument</td>
<td>3</td>
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<tr>
<td>DAN73000</td>
<td>Process and Projects</td>
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<tr>
<td>DAN73700</td>
<td>MFA Thesis Project</td>
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<tr>
<td>DAN74000</td>
<td>Grad Dance History</td>
<td>3</td>
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<tr>
<td>DAN74600</td>
<td>Special Topics in Dance</td>
<td>3</td>
</tr>
<tr>
<td>DAN74651</td>
<td>Live Art in Visual Environment</td>
<td>3</td>
</tr>
</tbody>
</table>
Using an interdisciplinary approach, including technology and social media, participants learn to construct artistic bridges by examining the community impact of various master works. Based on insights gained, new models for student choreography as catalysts for community change are developed, implemented and shared.

DAN74655 - Topics: Mtd Movement: Dance
Credits: 3
Topics: Mediated Movement: Dance in a Digital Media Context
Graduate Repertory
DAN74660 - Graduate Repertory
DAN74662 - Activating Dance in Culture
Credits: 3
Activating Dance in Culture
DAN74664 - Screendance
Credits: 3
Screendance
DAN75000 - Topics in Teaching Coll/Univ
Credits: 3
Intensive examination of the relationship between pedagogy, teaching artistry, and curriculum design. Includes study of the history, philosophy, and cultures of dance in higher education.

DAN76002 - Independent Study in Dance
Credits: 2
In-depth study in an area of special interest for qualified graduate students under the direction of a faculty advisor. Prior to registering for the course, the student must have secured an advisor in the Dance department, submitted a proposal for the independent study, and obtained approval from the chair of the Dance department. May be taken with permission of the department up to five times for a total of up to 15 credits.

DANED76000 - Dance Methods 1
Credits: 3
An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and conduct 'action research' in order to identify conditions that support or hinder productive teaching and learning. This first phase of the 'methods' course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required (track 2 MA students are exempt from the fieldwork requirement).

DANED76400 - Practicum (KC)
Credits: 2
Practicum (Key Course). This Key Course requires a grade of B or better. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

DANED76600 - Student Teaching (KC)
Credits: 5
Student Teaching (Key Course). This Key Course requires a grade of B or better. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

ECC70400 - Language & Literacy: Birth-Gr 2
Credits: 3
Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC705 and 706.)

ECC70500 - Language & Literacy: Birth-K
Credits: 3
Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)
### Hunter College

#### ECC70700 - Lang & Lit:Engl Lang Learners
**Credits:** 1
Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

#### ECC70900 - Math & Sci Thking Early Childh
**Credits:** 3
Research and practice that focus on children’s acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined.

#### ECC71100 - Science-Early Childh: Brth-Gr2
**Credits:** 3
Theories and research of scientific thinking in young children; the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Ways of assessing science learning in infant, toddler, preschool, and grade K-2 settings. (Required in Program 1.)

#### ECC71300 - Expressiv Arts: Early Childhood
**Credits:** 3
Research and practice on the importance of creative expression in young children’s development. Inquiry into children’s artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

#### ECC71500 - Educ Tech: Early Childhood
**Credits:** 1
Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

#### ECC71650 - Stud Tchg: EC Blng Set 40 (KC)
**Credits:** 2
Two supervised student teaching placements of 30 days each at different age/grade levels (two of the following: Pre-K, K, grades 1-2) that supplement pre-student teaching field experience. 30 hrs of seminar plus 60 days of student teaching. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

#### ECC71750 - Sprv Prac: EC Bilingual (KC)
**Credits:** 3
Teaching practicum for students in early childhood bilingual education. Students who take ECC 717.50 must also complete ECC 718.50 (Not for students who have completed ECC 716.50). This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

#### ECC71850 - Early Child Blng Adjunct (KC)
**Credits:** 2
Student teaching for 30 days at one age/grade level: Pre-K, K, or grades 1-2. Students who take ECC 718.50 must also complete ECC 727.50. (Not for students who have completed ECC 716.50.) 15 hrs of seminar plus 30 days of student teaching. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

#### ECC71952 - Spec Topics: Early Childhood
**Credits:** 1
Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

#### ECC72000 - Integra Sem: Early Childhood
**Credits:** 3
Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

#### ECC70800 - Children Spec Needs: EC
**Credits:** 3
The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

#### ECC71000 - Early Childhood Math:Brth-Gr 2
**Credits:** 3
Theories and research that focus on the relationship between children’s development and learning of mathematical concepts and skills. Appropriate mathematics activities for children from birth to second grade and ways of assessing mathematical learning in diverse infant, toddler, preschool, and grade K-2 settings. (Required in Program 1.)

#### ECC71200 - Pre-Stud Tchg:Early Child (KC)
**Credits:** 1
This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, at any one of the three following age/grade levels: prekindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

#### ECC71400 - Health, Safety & Nutrition: EC
**Credits:** 3
This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

#### ECC71600 - Student Tchg: Early Child (KC)
**Credits:** 3
A full semester of student teaching in one of the required age/grade levels (Pre-K, K, grades 1-2) that supplement pre-student teaching field experience (Birth-3, pre-K-2). This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

#### ECC71700 - Supervised Practicum: EC (KC)
**Credits:** 2
Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 718. (Not for students who have completed ECC 716.) This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

#### ECC71800 - Early Child Stdnt Teachg (KC)
**Credits:** 1
Student teaching for 30 days at one age/grade level: Pre-K, K, or grades 1-2. Students who take ECC 718 must also complete ECC 717. (Also offered during the summer.) (Not for students who have completed ECC 716.) 15 hrs of seminar plus 30 days of student teaching. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

#### ECC71951 - Spec Topics: Early Childhood
**Credits:** 1
Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

#### ECC71953 - Spec Topics: Early Childhood
**Credits:** 1
Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

#### ECC80100 - Research & Practice in ECE
**Credits:** 1
Overview of the historical and social influences on early childhood research and practice. Candidates will gain a comprehensive understanding of the significant policy, programmatic and pedagogical factors affecting the formal, symbolic and societal curricula, within and across early childhood education and care settings.
ECF70000 - Child Development Birth-Age 8
Credits: 3
Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings. 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels.

ECF70100 - Soc Hist Contexts-Early Childh
Credits: 3
Social And Historical Contexts of Early Childhood Education Examination and Analysis of the Social A

ECF70200 - Assessment-Early Childhood
Credits: 3
Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education. EDES

ECF7070000 - Contempory Eco Analysis Policy
Credits: 3
Contempory Eco Analysis and Policy

ECO60000 - Managerial Economics
Credits: 3
The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

ECO67200 - Principles of Accounting 2
Credits: 3
Principles of Accounting 2

ECO68500 - Business Law 1
Credits: 3
Business Law 1

ECO70100 - Microeconomic Theory
Credits: 3
Microeconomic Theory

ECO70200 - Macroeconomic Theory
Credits: 3
Determinants of national income, output, employment and price levels, including microeconomic foundations of aggregate consumption, saving, and investment; theories of the business cycle and long-term growth; effects of public policies on employment, inflation and economic growth.

ECO70500 - Develop :Economical Thought
Credits: 3
Develop :Economical Thought

ECO71000 - Banking and Financial Markets
Credits: 3
Factors determining banking and financial structure in US. Issues involving financial crises and bank failure, allocation of financial resources, regulation and competition.

ECO72000 - Economics Statistics 1
Credits: 3
Economics Statistics 1

ECO72200 - Non-Linear Econometric Analysis
Credits: 3
Econometric analysis of nonlinear statistical models. Maximum likelihood estimation; models for binary outcomes; models for ordered and unordered multinomial outcomes; models for self-selection; count data models.

ECO72400 - Microeconometrics
Credits: 3
Introduction to advanced econometric techniques commonly used in applied microeconomic research. The topics covered will be panel data, instrumental variables estimation, limited dependent variables, truncated and selected samples, and duration models.

ECO72600 - Policy & Program Evaluation
Credits: 3
Policy & Program Evaluation

ECO7270000 - Data Anal & Research Methods
Credits: 3
Data Analytics and Research Methods is a course in data analytics and empirical research methods including the writing of empirical research in economics. It is designed to teach modern computer-based data analytics skills and to develop skills in communicating economic research in writing. The course is project-based, with grades based on written submissions supporting a larger project.
ECO72800 - Econometrics
Credits: 3
Econometrics

ECO73000 - Economic Development
Credits: 3
Economic Development

ECO73200 - Economic Growth
Credits: 3
Investigation of the issue of why some countries become rich while other do not. Study of the factors that contribute to and retard economic growth.

ECO73500 - Urban Economics
Credits: 3
Urban Economics

ECO73700 - Economic Rel-Soviet Bloc
Credits: 3
Economic Rel-Soviet Bloc

ECO74100 - International Finance
Credits: 3
Examination of the international financial system, models of exchange rate determination, open economy macroeconomics, and international financial markets.

ECO74700 - Income Dist & Public Policy
Credits: 3
Income Distribution and Public Policy

ECO74900 - Coll Barg&Arbitratn
Credits: 3
Coll Barg&Arbitratn

ECO75100 - Economic Dev of Latin America
Credits: 3
Economic Development of Latin America

ECO75500 - Industrial Organization
Credits: 3
Product market decisions by firms in monopoly and oligopoly; the boundaries of the firm and vertical integration; applications to antitrust and regulatory policy.

ECO77000 - Accounting Research
Credits: 3
The course will clarify the nature of accounting research for the student, and survey important research methods and techniques. The student will select a research topic to be completed in the follow-up course, ECO 780.

ECO77100 - Advanced Financial Accounting
Credits: 3
Coverage will include contemporary financial reporting issues as they relate to FASB's conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.

ECO77200 - Accounting Information Systems
Credits: 3
An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO77300</td>
<td>Advanced Fed Income Taxation</td>
<td>3</td>
<td>Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.</td>
</tr>
<tr>
<td>ECO77500</td>
<td>Advanced Auditing</td>
<td>3</td>
<td>Applies principles covered in undergraduate auditing. Topics include auditing of EDP systems, computer-assisted auditing techniques; and a review of special reports, reports on internal control, accounting and review services; and governmental auditing standards.</td>
</tr>
<tr>
<td>ECO77700</td>
<td>State and Local Taxation</td>
<td>3</td>
<td>State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.</td>
</tr>
<tr>
<td>ECO78000</td>
<td>Business Ethics</td>
<td>3</td>
<td>Ethical issues in accountancy will be covered, as well as ethical concerns in marketing, corporate social responsibility, and global operations. Business communication skills will be developed. A capstone research project will be completed.</td>
</tr>
<tr>
<td>ECO78500</td>
<td>Internship</td>
<td>3</td>
<td>Internships with organizations engaged in economic research. Students write a research paper under direction of said organization and concomitant supervisor of instructor.</td>
</tr>
<tr>
<td>ECO79001</td>
<td>Independent Study</td>
<td>1</td>
<td>Independent Study</td>
</tr>
<tr>
<td>ECO79500</td>
<td>Economics Seminar</td>
<td>3</td>
<td>Special topic and research in economics. May be repeated for credit by perm chair or graduate adviser.</td>
</tr>
<tr>
<td>ECO79527</td>
<td>Data Anal &amp; Resth Metho</td>
<td></td>
<td>Data analytics and empirical research methods skills are key to being competitive in the high wage, high skill marketplace. Students will learn modern computer-based data analytics skills and develop skills in communicating economic research in writing. This course is intended for MA students in Economics and graduate students in other social science disciplines. Prof. Ken McLaughlin, PhD in Economics, will teach this course.</td>
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<tr>
<td>ECO79538</td>
<td>Economics of Inequality</td>
<td>3</td>
<td>Economics of Inequality</td>
</tr>
<tr>
<td>ECO79551</td>
<td>Topics History Eco Thought</td>
<td>3</td>
<td>Topics History Eco Thought</td>
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<tr>
<td>ECO79553</td>
<td>Spec Topics 1</td>
<td>3</td>
<td>Spec Topics 1</td>
</tr>
<tr>
<td>ECO79555</td>
<td>Soviet Economy</td>
<td>3</td>
<td>Soviet Economy</td>
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<tr>
<td>ECO79557</td>
<td>Management Financial Instruct</td>
<td>3</td>
<td>Management Financial Instruction</td>
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<tr>
<td>ECO79559</td>
<td>Topic: Economic Analysis</td>
<td>3</td>
<td>Topic: Economic Analysis</td>
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<tr>
<td>ECO79561</td>
<td>Financial Institutions</td>
<td>3</td>
<td>Financial Institutions</td>
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<tr>
<td>ECO79563</td>
<td>International Trade</td>
<td>3</td>
<td>International Trade</td>
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<tr>
<td>ECO79566</td>
<td>Internationl Finance</td>
<td>3</td>
<td>Internationl Finance</td>
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<tr>
<td>ECO77400</td>
<td>Advanced Managerial Accounting</td>
<td>3</td>
<td>Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.</td>
</tr>
<tr>
<td>ECO77600</td>
<td>Governmental Accounting</td>
<td>3</td>
<td>Accounting, reporting, and auditing issues unique to governmental and nonprofit entities, as well as multinational business entities. Special issues related to audits under GAS and for US companies operating internationally will be covered.</td>
</tr>
<tr>
<td>ECO77800</td>
<td>Economics Seminar</td>
<td>3</td>
<td>Economics Seminar</td>
</tr>
<tr>
<td>ECO79000</td>
<td>Independent Study</td>
<td>3</td>
<td>Intensive study of special field of economics under supervision of member of graduate faculty.</td>
</tr>
<tr>
<td>ECO79100</td>
<td>Independent Study</td>
<td>1</td>
<td>Intensive study of special field of economics under supervision of member of graduate faculty.</td>
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<tr>
<td>ECO79503</td>
<td>Environmental Economics</td>
<td>3</td>
<td>Environmental Economics</td>
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<tr>
<td>ECO79533</td>
<td>Economics of the Media</td>
<td>3</td>
<td>Economics of the Media</td>
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<tr>
<td>ECO79550</td>
<td>Topics Marxian Economics</td>
<td>3</td>
<td>Topics Marxian Economics</td>
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<tr>
<td>ECO79552</td>
<td>Computer Application Economic</td>
<td>3</td>
<td>Computer Application Economic</td>
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<tr>
<td>ECO79554</td>
<td>Special Topics 2</td>
<td>3</td>
<td>Special Topics 2</td>
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<tr>
<td>ECO79556</td>
<td>Planning Methods 1</td>
<td>3</td>
<td>Planning Methods 1</td>
</tr>
<tr>
<td>ECO79558</td>
<td>Dev:Transnational Corps</td>
<td>3</td>
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<tr>
<td>ECO79560</td>
<td>Top: Labor Economics</td>
<td>3</td>
<td>Top: Labor Economics</td>
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<tr>
<td>ECO79562</td>
<td>Economic Development</td>
<td>3</td>
<td>Economic Development</td>
</tr>
<tr>
<td>ECO79564</td>
<td>The Labor Movement</td>
<td>3</td>
<td>The Labor Movement</td>
</tr>
<tr>
<td>ECO79567</td>
<td>Topics in Applied Finance</td>
<td>3</td>
<td>Topics in Applied Finance</td>
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</tbody>
</table>
ECO79568 - Sem Environmental Economics
Credits: 3
Sem Environmental Economics
ECO79570 - Economic Statistics
Credits: 3
Economic Statistics
ECO79572 - Topics in Public Finance
Credits: 3
Topics in Public Finance
ECO79574 - Topics
Credits: 3
Topics
ECO79576 - Special Topic: Economic Health
Credits: 3
Special Topic: Economic Health
ECO79578 - Market,Laws & Global Growth
Credits: 3
Market,Laws & Global Growth
ECO79580 - Law & Economics
Credits: 3
Law & Economics
ECO79582 - Computational Finance
Credits: 3
Computational Finance
ECO79584 - Data Analytics for Acc & Fin
Credits: 3
Data Analytics for Accounting and Finance
ECO79700 - Practicum Empirical Analysis
Credits: 3
Practicum in Empirical Analysis is a course in conducting and writing empirical research in economics, culminating in the production of a research project satisfying the graduation requirements for the MA in Economics. The course is designed to build on skills acquired in the prerequisite graduate courses in the program, with students independently preparing a research paper from a set of pre-selected topics and data.

EDABA72000 - Managing Beh Analytic Records
Credits: 2
This course provides a comprehensive review of the legal and ethical management of behavior analytic records in the context of professional behavior analytic practice. Topics to be covered include the legal and regulatory requirements for behavior analytic record keeping along with use of behavior analytic data in professional practice.

EDABA75000 - Analysis of Verbal Behavior
Credits: 3
This course introduces students to a behavior analytic approach to language and to the interaction between speakers and listeners. The course will cover types of elementary verbal behavior. Students will learn to recognize examples of these concepts as they occur in everyday life. Research articles that report on teaching verbal behavior to learners will be analyzed.

EDABA77000 - Prac Appl Beh Analysis I (KC)
Credits: 3
This course is designed to teach students about personnel supervision and management and to give them some experience conducting fieldwork. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from applied behavior analytic interventions is required. Specific topics to be covered during this course include: how to go about accruing certification hours, securing a supervision contract, and how to adequately train and supervise staff.

EDABA77100 - Prac Appl Beh Analysis II (KC)
Credits: 3
This course is the second of a two-course sequence in conducting fieldwork in applied behavior analytic settings. A total of 180 hours of fieldwork which includes designing, conducting, and analyzing data from applied behavior analytic interventions is required. Specific fieldwork topics to be covered during this course include: Environmental assessment, developing target responses, using research literature to guide clinical practice, measuring behavior, analyzing graphic data, and measuring generalization and maintenance. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDABA74000 - Philosophy of Behaviorism
Credits: 3
This course examines radical behaviorism in a broad historical, theoretical, and philosophical context. Works by B. F. Skinner and analyses and extensions of these works will be discussed. Radical, contextual, methodological, and feminist behaviorism will be analyzed and their historical roots investigated. Readings will explore major conceptual issues such as determinism, mentalism, selection by consequences, freedom, control, and responsibility. Finally, the course will cover social issues and cultural design as applications of behavioral thinking.

EDABA77500 - Functional Behavior Assessment
Credits: 3
This course examines various behavior analytic assessment methods that are designed to identify the function of challenging behavior. Both experimental and non-experimental assessment methodologies will be examined along with methods of data collection and analysis.

EDABA77700 - Prac Appl Beh Analysis II (KC)
Credits: 3
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
This course is the first course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct a literature review, develop a research proposal, and apply for necessary research approvals. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDABA78200 - Thesis 3 (KC)
Credits: 3
This course is the third course in a three-course sequence in which students complete an original applied behavior analytic research study under the supervision of a faculty advisor, and based on the project developed in EDABA 78100 and EDABA 78500. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDABA78600 - Clinical Capstone 2
Credits: 3
This course is the second course in a two-course sequence in which students write a clinical handbook or create a clinical training module based on recommendations from their literature review in EDABA 78500. This will occur under the supervision of a faculty advisor. The final product will be defended in front of a committee of experts.

EDABA79000 - Single Subject Research Design
Credits: 3
This course is an introduction to single-subject research methods used in applied behavior analysis. In addition data collection, data analysis, and data presentation will be covered.

EDABA79300 - ABA Autism Int Adults
Credits: 3
This course examines applied behavior analytic intervention for adults with autism spectrum disorder. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include promoting independence, social skills, healthcare, leisure skills, vocational skills, employment, and managing problem behavior. Other areas to be covered include motivational systems, behavior assessment and staff training.

EDABA79600 - Applied Beh Analysis 2 (KC)
Credits: 3
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDABA79800 - ABA App to Learning
Credits: 3
ABA App to Learning
EDDL80000 - Fdtns Res, Leadrsp & Equity Ed
Credits: 3
In this course, students explore the foundations of the three pillars of the EdD program: Research, Leadership, and Equity in Education. Students will be immersed in a variety of research studies drawing on the professional literature in education and associated fields to develop an understanding of diverse research traditions. The course explores research designs and processes in published studies for question posing and data collection, analysis, and interpretation from quantitative and qualitative perspectives. Research related to instructional leadership will be examined in an effort to develop an understanding of this field of study. The course introduces students to the key concepts necessary for engaging in research and leadership around diversity, equity, and social justice.

EDABA79100 - Thesis II (KC)
Credits: 3
This course is the second course in a two-course sequence in which students conduct an original applied behavior analytic research project. Under the supervision of a faculty advisor, students conduct an original research project based on the proposal developed in EDABA 78100. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDABA78500 - Clinical Capstone 1
Credits: 3
This course is the first course in a two-course sequence in which students conduct a literature review on a relevant applied topic and then write a clinical handbook or create a clinical training module based on this review. Under the supervision of a faculty advisor, students in EDABA 78100, identify a relevant area of behavior analytic application, conduct a comprehensive literature review on the topic, and defend the review to a committee of experts.

EDABA78700 - Clinical Capstone 3 (KC)
Credits: 3
This course is the third course in a three-course sequence in which students conduct a literature review on a relevant applied topic and then write a comprehensive literature review paper, develop a clinical handbook, or create a clinical training module based on their review results. Under the supervision of a faculty advisor, students in EDABA 78100, write a discussion with research and/or clinical recommendations, develop a clinical handbook, or create a clinical training module based on their results from EDABA 78500 and EDABA 78600. The final product will be defended in front of a committee of experts. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDABA79200 - Ethics & Professionalism ABA
Credits: 3
This course covers in an introduction to ethical and professional behavior for applied behavior analysts. Topics to be covered include a variety of ethical and professional issues for applied behavior analysts as they relate to research and practice.

EDABA79500 - Applied Beh Analysis 1 (KC)
Credits: 3
The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDABA79700 - A.B.A. Res Mthd/Ethics
Credits: 3
A.B.A. Res Mthd/Ethics
EDABA79900 - ABA Autism Intervent
Credits: 3
ABA Autism Intervent
EDDL80100 - Leadership for Change
Credits: 3
In this course, students are introduced to the idea of non-positional leadership - that everyone has the responsibility and ability to lead change, regardless of one’s formal position within the education landscape. They are then introduced to various theories/theoretical frameworks on the problems of change at the individual, group and system level, as well as to the notion of a theory-of-change, including how it differs from theory and its import in shaping and helping to ensure effectiveness of an educational change effort. Special attention is paid to the import of precise problem identification; the need for feedback loops to allow for ongoing adjustment of change designs in response to the unexpected; and to implementation challenges. Students apply their learning by analyzing existing educational change efforts and by designing and defending a theory-of-change that they could potentially implement to improve an identified problem of practice.

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An important aspect of leadership in schools is being mindful of the identities, backgrounds, communities, and histories of the populations they serve. Even more important is an understanding of how the sociocultural contexts in which we all live result in systemic unequal distribution of power, privilege, and resources. This course will review key theoretical frameworks that attempt to describe the nature of schools, teaching and learning, and unequal student outcomes. The course will give participants the opportunity to consider the history and structure of schools from multiple perspectives by taking an intersectional approach. Participants will be expected to apply the NYSED Culturally Responsive and Sustaining Frameworks in their individual settings and propose research, policy or practice they are focused on Justice, Equity, Diversity and/or Inclusion.

Directed Readings involve an in-depth study of some area of research, theory, or research methodology that is of special interest to a student (or small group of students) in the EdD program but for which there is no formal course within the program. The directed reading is done under the supervision of a full-time faculty member. When requesting a directed reading, students should collaborate with the intended instructor to create and agree upon a written proposal for the course (including a list of readings and at least one written assignment) Once the proposal is agreed upon by student and instructor, the Program Director of the EdD program must provide approval as well. Directed Readings may be taken for variable credits (1-3 at a time) and may be taken for up to a total of 6 credits.

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This is a seminar in which students, under the supervision of a faculty member, develop research expertise that is expected to lead to a specific project such as a dissertation, report, or publication. Assignments might include development of problem statement, literature review, or statement of implications for practice based on review of comparable work. This course may be taken up to six times for credit and may be taken more than one time in any given term.

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Hunter College

EDESL75300 - Supervised Teaching 2 (KC)
Credits: 3
One semester supervised ESL teaching experience in grades pre-K-12. Emphasis is placed on integrating language development within the content areas, co-teaching, and research-based reflective practice. Supervised Teaching 2 focuses on the professional duties of the ESL educator beyond teaching and incorporates an advocacy-based classroom based inquiry project. Required of all MA K-12 program students. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL76100 - Lang Assessment TESOL
Credits: 4
An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing. Includes identification and diagnosis of ESL students with special needs. Required of students in Program 1 and Program 2.

EDESL77100 - K-12 Cur Mat Cont Ar
K-12 Cur Mat Cont Ar

EDESL77400 - Methods of TESOL Acad Contexts
Credits: 3
A course in teaching methods of English as a Second or Other Language (ESOL) in higher education and other academic settings, with a special focus on the teaching of academic writing skills.

EDESL77600 - Language Assessment Adult ESL
Language Assessment Adult ESL

EDESL77800 - Teaching ESL List & Speaking
Teaching ESL List & Speaking

EDESL78000 - Thry Resrch: Master's Essay YL
Credits: 1.5
This course consists primarily of individual study leading to the creation of a Master's Essay, a thesis-level piece of original scholarship. Students select a topic of personal interest to them in consultation with the instructor and conduct original research or scholarship under the direction of the advisor. This course satisfies the culminating requirement for the MA program and counts as an elective course in the Adult Track and K-12 programs. Year-long course.

EDESL78100 - Curric & Materials-TESOL (KC)
Credits: 3
This course is designed to assist students to build a repertoire of classroom methods/techniques that are firmly embedded in well-established principles of sound pedagogy and second language acquisition. Designed for beginning teachers, this course will provide teacher candidates (TCs) with the opportunities to plan and design high quality instructional lessons. By the end of the course, TCs will be able to design, critically analyze the teaching and learning activities in the classroom and make recommendations for improvement. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL78200 - TESOL Methods Adult Learn (KC)
Credits: 3
This course is designed to assist students to build a repertoire of classroom methods/techniques that are firmly embedded in well-established principles of sound pedagogy and second language acquisition. Designed for beginning teachers, this course will provide teacher candidates (TCs) with the opportunities to plan and design high quality instructional lessons. By the end of the course, TCs will be able to design, critically analyze the teaching and learning activities in the classroom and make recommendations for improvement. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL78300 - Methods TESOL PreK-12 (KC)
Credits: 3
PK-12 Methods in TESOL is a course designed to provide an introduction to the teaching of English to speakers of other languages (TESOL) through a program of lectures, readings, discussions, demonstrations, practical teaching exercises, and fieldwork. The course provides an historical and current overview of PK-12 students, the types of programs they attend, the educational contexts in which PK-12 ESL is taught and learned, and the methods and materials that teachers employ. This course requires 45 hours of field experience. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL78400 - Fld Exp:W/O Pr Cert
Credits: 1
Fld Exp: W/O Pr Cert

EDESL78500 - TESOL Methodology Prog 3
Credits: 3
Methodology of Teaching English to Speakers of other 3 50 Hours Languages
Hunter College

EDESL783FW - Methods of TESOL
Credits: 3
Methods of TESOL

EDESL78500 - St Tch TESOL K-12,YL
Credits: 1
St Tch TESOL K-12,YL

EDESL78520 - Supervised Student Teach 7-12
Credits: 2
Supervised student teaching in grades 7-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in grades 7-12. (2) Students with prior certification in another area must teach 20 days in grades 7-12. Required of students in Programs One and Two.

EDESL78700 - K-12 ESL Cur Content Area (KC)
Credits: 3
This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills. This course requires 30 hours of field experiences. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL78800 - Sup Pract TESOL, YL (KC)
Credits: 1
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDESL78820 - Supervised Practicum 7-12
Credits: 1
Teaching practicum at the secondary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. For students in Programs One and Two who teach ESL in a secondary school setting.

EDESL78951 - Soc-Cult Aspects/Lang
Credits: 3
Soc-Cult Aspects/Lang

EDESL78961 - Socio-Culture/Language
Credits: 3
Socio-Culture/Language

EDESL78963 - Biling/Bicult Adult
Credits: 3
Biling/Bicult Adult

EDESL78965 - Vocabulary Teaching
Credits: 3
Vocabulary Teaching

EDESL78967 - Teaching of Writing
Credits: 3
Teaching of Writing

EDESL79000 - Technology in TESOL: Adults
Credits: 3
Through reading, class discussions, demonstrations, and hands-on applications, students are introduced to a range of technologies available to adult language learners in the computer laboratory, through distance learning, and on the Internet; students are also exposed to procedures in computer-assisted language learning (CALL) and computer-assisted instruction (CAI). An elective for students in the Adult Program and for students in Programs One and Two who have been waived from a required course.

EDESL79400 - Fieldwork in TESOL with Adults
Credits: 3
Teaching practicum in a field setting with adult learners of English in the Community Outreach Program in English (COPE) on Saturdays. ( Sabbath observers meet during the week.) During a weekly seminar, emphasis is placed on peer dynamics, classroom management and setting and exploiting learning activities and environments. Required of students in the Adult Program.

EDESL79510 - Sprv Student Teaching Prek-6
Credits: 1
Supervised student teaching in Pre-K through grade 6 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in Pre-K-6; (2) Students with prior certification in another area must teach 20 days in Pre-K-6. Required of students in Programs One and Two.

EDESL79600 - Phonetics of American English
Credits: 3
Phonological (phonetic and phonemic) analysis of contemporary American speech. Required of students in the Adult Program and for students in Pre-K-12 Programs One and Two who have been waived from a required course.

EDESL79700 - Teaching Children: Prek-12
Credits: 3
Teaching Children: Prek-12

EDESL79910 - Supervised Practicum Pre K-6
Credits: 1
Teaching practicum at the elementary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. For students in Programs One and Two who teach ESL in an elementary school setting.

EDESL79920 - Selected Topics in TESOL
Credits: 3
An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs One and Two who have been waived from a required course.

EDESL79940 - Adult Based Literacy
Credits: 3
Adult Based Literacy

EDESL79950 - Oral ES LArts
Credits: 3
Oral ES LArts

EDESL79960 - Creative Dramatics
Credits: 3
Creative Dramatics

EDESL79964 - Advanced Grammar
Credits: 3
Advanced Grammar

EDESL79968 - Adult Assessment
Credits: 3
Adult Assessment

EDESL79970 - Language Assessment in TESOL
Credits: 3
An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing.
This course provides an in-depth treatment of theory and practice in the teaching of all of the literacy skills: reading and writing, along with the development of oral language and listening, to K-12 English language learners in the public schools. Interactions between first, second, and other language literacy, and technological literacy are explored and exploited toward successful language teaching and learning. Includes 15 hours of field experience.

Overview of issues and practices relevant to the teaching and learning of second language learners with special education needs. Required of students in Programs One and Two.

This mini-course covers basic technology and computer operations/concepts (second language learning software; accessing, generating, manipulating data, and publishing results); the use of technology in personal/professional growth, and the applications of technology for language instruction. Required of students in both Programs One and Two.

An overview of health promotion and wellness for teachers of ESL students from diverse ethnic/ cultural backgrounds and different abilities in grades pre-K through grade 12. It includes child abuse and neglect, drug education, fire safety education, nutrition and fitness, and violence prevention. Required of students in Programs One and Two.

Methodology of Teaching English to Speakers of other Languages, K-12 for Program 2
Methodology of Teaching English to Speakers of other Languages, Adult Program students only for Program 3

Methodology of Teaching English to Speakers of other Languages, K-12 for Program 2
Methodology of Teaching English to Speakers of other Languages, Adult Program students only for Program 3

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

Methodology of Teaching English to Speakers of other Languages, K-12 for Program 2
Methodology of Teaching English to Speakers of other Languages, Adult Program students only for Program 3

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

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EDF79000 - Spec Top in Edfdn
Credits: 3
Spec Top in Edfdn

EDF79200 - Integ Sem Ed Fnd
Credits: 3
Integ Sem Ed Fnd

EDF80000 - Stat Applied Educ Research 1
Credits: 3
This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, statistical assumptions, t-tests, analysis of variance, correlation, and chi-squared.

EDF80200 - Quant Meths & Measurements
Credits: 3
The purpose of this course is to increase students' understanding of quantitative research methods and design issues relevant to the pursuit of research in education, with a focus on correlational, experimental and quasi-experimental design.

EDF80400 - Major Issues Contemp Ed Reform
Credits: 3
Analysis of Major Issues in Contemporary Education Reform

EDF83000 - Dissertation Proposal Seminar
Credits: 3
This course is a seminar designed to provide students with a general overview of the structure and components of a dissertation proposal. It serves as common ground for all cohort members to prepare for highly individualized work with a dissertation advisor in subsequent seminars. Throughout this course, students will focus upon the following components: (1) the background of the problem to be investigated; (2) formulating a research question(s); (3) developing a theoretical framework; (4) conducting a literature review; (5) choosing research methods to collect data; (6) analyzing findings; and (7) generating implications. These elements will be taught in relation to a 'traditional' five-chapter dissertation, along with variations and expansions of this structure. In addition, students will review and become certified in appropriate IRB requirements. A major goal of this seminar is to individualize support with view to preparing each student to develop a topic for approval that will continue to be worked upon with a dissertation advisor during the following semester.

EDF83103 - Dissertation Advisement
Credits: 3
Dissertation Advisement is a customized course of study taken immediately after Dissertation Proposal Seminar. The purpose of this course is to provide individualized support to doctoral students as they design and carry out a dissertation that addresses an identified problem of practice. This course must be taken for at least two semesters and must be taken every semester until the dissertation has been successfully defended for a minimum of six credits. Any student who receives a grade of F must obtain permission from the program leader to repeat the course. This course may only be repeated once and only one failing grade is allowed in the course.

EDF83100 - Anthropology & Educ
Credits: 3
Anthropology & Educ

EDF83200 - Educ Tests & Measurements
Credits: 3
Educ Tests & Measurements

EDF84000 - Qualitative Education Research
Credits: 3
This graduate course introduces students to qualitative research within the field of education. The course provides an overview of the different approaches to qualitative research and specific strategies of data collection and analysis, their underlying assumptions and appropriateness for particular research questions, and authentic experience with qualitative research.

EDF84100 - Basic Statistics
Credits: 3
Basic Statistics
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<td>Independent Research</td>
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<td>EDLIT73000</td>
<td>Language, Literacy/Cult:Gr1-12</td>
<td>3</td>
<td>Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners; needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.</td>
</tr>
<tr>
<td>EDLIT73200</td>
<td>Children's Literature</td>
<td>3</td>
<td>Exposure to the breadth, depth, and utilization of children's literature and its role in children's development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined.</td>
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<td>EDLIT73400</td>
<td>Literacies in Discipline:K-Gr6</td>
<td>3</td>
<td>Exploration into the literacy demands inherent in the academic subjects of math, science, health education and social studies, as well as media, technology and the arts.</td>
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<td>EDFDN70058</td>
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<td>School and Community</td>
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<td>EDFDN76000</td>
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<td>Ind Stdy Gifted Ed</td>
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<tr>
<td>EDLIT73100</td>
<td>Literacy Asmnt:Birth-Gr6 (KC)</td>
<td>3</td>
<td>Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards. This Key Course requires a grade of B or better. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.</td>
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<tr>
<td>EDLIT73300</td>
<td>Theory/Process:Teaching Writin</td>
<td>3</td>
<td>Development and assessment of writing skills including analysis of techniques and environments that foster writing development in all children (ESL, gifted, special needs). State writing standards and technology are integrated.</td>
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<tr>
<td>EDLIT73500</td>
<td>Survey of Instruct Appro:K-12</td>
<td>3</td>
<td>Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies and materials for literacy development of elementary, middle and high school students with varying developmental abilities.</td>
</tr>
</tbody>
</table>

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EDLIT73600 - Practicum in Literacy Asmnt (KC)  
Credits: 3  
A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for assessing literacy achievement and related language skills. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDLIT73800 - Literacy Prog.Org Resources  
Credits: 3  
Seminar of a survey of literacy programs in diverse settings utilizing a range of techniques and organizational approaches in the literacy instruction of students, with and without discernible reading difficulties.

EDLIT74000 - Leadership in Literacy (KC)  
Credits: 3  
Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master's in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDLIT74200 - Practicum in Literacy (KC)  
Credits: 1  
This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group. 15 hour seminar plus 50 hours in the field. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDLIT75200 - Practicum in Literacy (KC)  
Credits: 3  
This course requires that students be supervised in their teaching. Students will select one area for improvement and work on this area throughout the course with the instructor and the weekly seminar as their think tank and support group. 15 hour seminar plus 50 hours in the field. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDLIT75400 - Lit within the Disciplines  
Credits: 3  
Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts. 3 Hours (including 10 hours in classrooms focused on literacies within the disciplines).

EDLIT75600 - Literacy Asmnt: Gr 5-12 (KC)  
Credits: 3  
Literacy Assessment: Grades 5-12 (Key Course). This Key Course requires a grade of B or better. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDLIT73700 - Practicum Literacy Intrv (KC)  
Credits: 3  
Theoretical and practical consideration and procedures in the instruction of students with literacy difficulties. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDLIT73900 - Culturally Responsive Prof-K-6  
Credits: 3  
Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy, universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in early childhood and childhood settings, with emphasis on students with special needs.

EDLIT74100 - Selected Topics  
Credits: 3  
In-depth study of emerging areas related to literacy education for children birth through grade 6. This is an elective course.

EDLIT74500 - Literacy Research for Change  
Credits: 3  
This course focuses on understanding and using research methodologies in literacy education, qualitative, quantitative and mixed methods. The culminating project is a comprehensive literature review in an area of literacy education, which will lead to a staff development project in the final course, EDLIT 740 Leadership in Literacy. Course participants will not only become informed consumers of literacy research but also teacher-researchers advocating for the needs of diverse, urban student populations.

EDLIT75300 - Method Teaching Writing:5-12  
Credits: 3  
Method Teaching Writing: 5-12

EDLIT75500 - Sustaining Literacies Gr 5-12  
Credits: 3  
Exploration of historical, theoretical and research-based teaching practices for instruction that is culturally sustaining and responsive to students with diverse needs, identities, and communities. Assessment and pedagogy, universal design for learning; critical literacies; differentiation of instructional strategies; technology and curriculum to enhance dispositions and foundational literacy skills of emergent and developing readers and writers in secondary settings, with emphasis on students with special needs.

EDLIT75700 - Literacy Practicum:Gr 5-12 (KC)  
Credits: 3  
Implement, design and use a variety of procedures for diagnosing reading achievement and related language skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties. 25 hrs. of supervised assessment and intervention session off-site with high school students. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

EDO725 - Adv Stud Tch Soc Stud  
Credits: 3  
Adv Stud Tch Soc Stud

EDO745 - Workshop Early Childhood  
Credits: 3  
Workshop Early Childhood

EDPS70000 - Ed Psych Prosem  
Credits: -  
Ed Psych Prosem
EDPS70100 - Statistics Computing in Edu 1
Credits: 4
Statistics Computing in Edu

EDPS70300 - Learning and Behavior Theories
Credits: 4
This course provides students with an overview of the field of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

EDPS71100 - MotacogntiveCog Prod in Edu
Credits: 4
This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

EDPS71300 - Cognition & Education Tech
Credits: 3
This course covers research about the influence of educational technology on the development of thinking and learning.

EDPS72100 - Stat Computing in Education 2
Credits: 4
Stat Computing in Education 2

EDPS72200 - Tests and Measurement
Credits: 3
This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

EDPS72300 - Education Program Evaluation
Credits: 3
This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field of educational evaluation.

EDPS74200 - Qualitative Research Meth/Educ
Credits: 2
This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

EDPS74300 - Statistics Computing in Edu 2
Credits: 4
Statistics Computing in Edu 2

EDPS74302 - Motivation
Credits: 4
Motivation

EDPS74800 - Independent Study-Educ Psych 2
Credits: 2
Independent Study in Educational Psychology, 2 Credits

EDPS77101 - Library Research Educ Psych
Credits: 1
Library Based Research And Writing In Educational Psychology

EDPS77910 - Educ Psych Sem 2
Credits: 2
This is semester 2 of the seminar course which provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

EDUC70100 - Art of Tchg Ms Entry
Credits: 3
Art of Tchg Ms Entry

EDUC70300 - Tchg Devel Reading
Credits: 3
Tchg Devel Reading

EDUC70500 - Bas Math & Sci Inst El
Credits: 3
Bas Math & Sci Inst El

EDUC70600 - Tchg Chld W/Lrn Diff
Credits: 3
Tchg Chld W/Lrn Diff

EDUC70700 - Sem Tchg Chld Urb Are
Credits: 3
Sem Tchg Chld Urb Are

EDUC70800 - Tchg Devel Reading
Credits: 3
Tchg Devel Reading
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ENGL68103 - Reading
Credits: 3
Reading

ENGL70100 - Intro Literary Studi
Credits: 3
Introduction to Literary Studies

ENGL70200 - Introduction Lit Theory & Crit
Credits: 3
Intensive study of a major figure, type, or trend. Subject will vary from semester to semester.

ENGL70251 - Lit: Great War Gd&Sx
Credits: 3
Lit: Great War Gd&Sx

ENGL70253 - Diasporic Voice Literature
Credits: 3
Diasporic Voice Literature

ENGL70255 - Cyber Culture
Credits: 3
Cyber Culture

ENGL70257 - Bertolt Brecht
Credits: 3
Bertolt Brecht

ENGL70259 - Lawrence & Woolf
Credits: 3
Lawrence & Woolf

ENGL70261 - Coetzee & Beckett
Credits: 3
Coetzee & Beckett

ENGL70263 - Sp Std.Amrcn&Comp lit
Credits: 3
Sp Std.Amrcn&Comp lit

ENGL70265 - Women & Medieval Literature
Credits: 3
Women & Medieval Literature

ENGL70267 - Medieval Drama
Credits: 3
Medieval Drama

ENGL70269 - Sp Stu In Engl & Lit
Credits: 3
Sp Stu In Engl & Lit

ENGL70272 - Spec Studies in English
Credits: 3
Spec Studies in English

ENGL70275 - English American Comp Lit
Credits: 3
English American Comp Lit

ENGL70277 - Novel into Film
Credits: 3
Novel into Film

ENGL70279 - The False Memoir
Credits: 3
The False Memoir

ENGL70281 - Shakespeare's Women
Credits: 3
Shakespeare's Women

ENGL70283 - Coleridge and Shelley
Credits: 3
Coleridge and Shelley

ENGL70285 - Renaissance Pastoral
Credits: 3
Renaissance Pastoral

ENGL70287 - Gendered Writing
Credits: 3
Gendered Writing

ENGL70289 - Adv Sem Lit Theory
Credits: 3
Adv Sem Lit Theory

ENGL70291 - Medieval Literature and Law
Credits: 3
Medieval Literature and Law

ENGL70000 - Master's Essay
Credits: 3
Individual research under supervision. Required of all candidates for MA degree in British and American literature.

ENGL70101 - Fiction Writing
Credits: 3
Fiction Writing

ENGL70250 - Marxist Literature Theory
Credits: 3
Marxist Literature Theory

ENGL70252 - Literature & Globalization
Credits: 3
Literature & Globalization

ENGL70254 - The British Lyric
Credits: 3
The British Lyric

ENGL70256 - Foundation of Modern
Credits: 3
Foundation of Modern

ENGL70258 - Gertrude Stein
Credits: 3
Gertrude Stein

ENGL70260 - Class Gender Race 18th Century
Credits: 3
Class Gender Race 18th Century

ENGL70262 - Louise Erdrich
Credits: 3
Louise Erdrich

ENGL70264 - Sp Std in Literature
Credits: 3
Sp Std in Literature

ENGL70266 - 20th Century Amer Women Poets
Credits: 3
20th Century Amer Women Poets

ENGL70268 - Sp St in Eng:amer & Comp
Credits: 3
Sp St in Eng:amer & Comp

ENGL70270 - Sp Stu Engl & C Lit
Credits: 3
Sp Stu Engl & C Lit

ENGL70274 - History: British Novel
Credits: 3
History: British Novel

ENGL70276 - Perf,Idnty&Subversn
Credits: 3
Perf,Idnty&Subversn

ENGL70278 - Realism & It's Discont
Credits: 3
Realism & It's Discont

ENGL70280 - King Arthur & His Courage
Credits: 3
King Arthur & His Courage

ENGL70282 - James Joyce
Credits: 3
James Joyce

ENGL70284 - Violence in America
Credits: 3
Violence in America

ENGL70286 - Landscape & Nature
Credits: 3
Landscape & Nature

ENGL70288 - Whitman & Wilde
Credits: 3
Whitman & Wilde

ENGL70290 - 18th Cent Women Writers
Credits: 3
18th Cent Women Writers

ENGL70292 - Cla Bib Thm In Eng
Credits: 3
Cla Bib Thm In Eng
ENGL70293 - Histories of Rhetoric
Credits: 3
Histories of Rhetoric

ENGL70295 - Contemporary Memoir
Credits: 3
Contemporary Memoir

ENGL70297 - Lit & Art:18th Century
Credits: 3
Literature and Art: 18th Century

ENGL70299 - Philosophical Novel
Credits: 3
Philosophical Novel

ENGL70500 - Chaucer's Early Works
Credits: 3
A study of Chaucer's earlier works (exclusive of The Canterbury Tales) in their cultural, political and historical contexts.

ENGL70700 - Studies Medieval Literature
Credits: 3
Studies Medieval Literature

ENGL70751 - Religion Violence Medieval Lit
Credits: 3
Beginning with several early English vernacular poems, the course will follow the uneasy intertwining of religion and violence in daily life in Western Europe during the period ca. 1000-1400. The primary sources will be chosen from a wide variety of sources, such as epic, chivalric literature, chronicle accounts, mystical writings, and, ultimately, English theatrical works of the late Middle Ages.

ENGL70753 - Medieval Death
Credits: 3
Medieval Death

ENGL70800 - Medieval Lit Engl 3th-15th Cen
Credits: 3
Medieval Literature in England from 13th to 15th Century

ENGL71000 - Studies Lit and Language
Credits: 3
Intensive study of literature via analyses of one or more linguistic systems (phonology, semantics, syntax, discourse, or pragmatics) and examination of the ways in which literary language reflects differing social and cultural contexts.

ENGL71051 - Asian Amercan & Language
Credits: 3
Asian Amercan & Language

ENGL71300 - Shakespeare: Comedy
Credits: 3
Detailed study of selected plays with special consideration of a variety of critical techniques and approaches.

ENGL71500 - Studies in Shakespeare
Credits: 3
Selected works by William Shakespeare in relation to a special theme, technique, genre, theoretical issue, or cultural consideration.

ENGL71502 - Shakespeare and Ecology
Credits: 3
Shakespeare and Ecology

ENGL71551 - Shakespeare: The Text
Credits: 3
Shakespeare: The Text

ENGL71553 - Female Bonds
Credits: 3
Female Bonds

ENGL71555 - Shakespeare Woman War
Credits: 3
Shakespeare Woman War

ENGL71557 - Shakespeare Sonnets
Credits: 3
Shakespeare Sonnets

ENGL71559 - Shakespeare's Cities
Credits: 3
Shakespeare's Cities
ENGL71561 - Shakespeare’s Queer Women
Credits: 3
Selected works by William Shakespeare in relation to a special theme, technique, genre, theoretical issue, or cultural consideration.

ENGL71562 - Shakespeare’s English
Credits: 3
Shakespeare’s English

ENGL71563 - Shakespeare On & In Love
Credits: 3
Selected works by William Shakespeare in relation to a special theme, technique, genre, theoretical issue, or cultural consideration. Course is two hours plus conference.

ENGL71564 - Shakespeare Politician
Credits: 3
Shakespeare Politician

ENGL71565 - Shakespeare Tragedy
Credits: 3
Shakespeare Tragedy

ENGL71566 - Shakespeare Comedies
Credits: 3
Shakespeare Comedies

ENGL71567 - Shakespeare and Material Cult
Credits: 3
Shakespeare and Material Culture

ENGL71568 - Shakespeare & His Worlds
Credits: 3
Shakespeare & His Worlds

ENGL71569 - Women, Gender, Sex, and Power
Credits: 3
Women, Gender, Sex, and Power

ENGL71600 - 16th &17th Cen Drama Ex Shake
Credits: 3
The predecessors, contemporaries, and successors of Shakespeare up to the closing of the public theaters in 1642.

ENGL71650 - Women on Trial
Credits: 3
Women on Trial

ENGL72300 - Studies in Milton
Credits: 3
A critical study of Milton’s epics.

ENGL72500 - Studies in Restor & 18c Lit
Credits: 3
Literary works of the Restoration and eighteenth century in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL72550 - Slavery & XVII Cent Lit
Credits: 3
Slavery and 18th Century Literature

ENGL72551 - Drama Restore & 18th Century
Credits: 3
Drama Restore & 18th Century

ENGL72552 - Literature & Rights in 18th C
Credits: 3
Later 17th-Century Literature

ENGL72553 - Later 17th-Century Literature
Credits: 3
Later 17th-Century Literature

ENGL73250 - Literature & Rights in 18th Cen
Credits: 3
Literature and Rights in the 18th Century

ENGL73255 - Native American Literature
Credits: 3
Native American Literature

ENGL74050 - Coleridge in Context
Credits: 3
Coleridge in Context

ENGL74052 - Romantic Prose Writers
Credits: 3
Romantic Prose Writers
ENGL74053 - Landscapes, Aesthetics & Romantic Writers
Credits: 3
Landscapes, Aesthetics and Romantic Writers

ENGL74100 - Studies in Romanticism
Credits: 3
Selected study of British, Continental European, or transatlantic Romanticism in relation to a special theme, technique, genre, theoretical issue, or cultural consideration.

ENGL74150 - Studies in the Romantic Novel
Credits: 3
Study of selected works by such authors as Howells, Twain, James, Crane, Dreiser and Adams.

ENGL74151 - The Romantic Poets
Credits: 3
Major tendencies of the period as exemplified by Wordsworth, Coleridge, Byron, Shelley and Keats.

ENGL74300 - Victorian Prose, 1832-1890
Credits: 3
Major tendencies of the period as exemplified in works of Carlyle, Ruskin, Arnold, Eliot, Dickens, Morris and Pater.

ENGL74400 - Early American Literature
Credits: 3
American Literature: Colonial and Federal Periods

ENGL74500 - The American 1850's
Credits: 3
The American 1850's

ENGL74520 - Sentimental Tradition
Credits: 3
Sentimental Tradition in the United States

ENGL74550 - American Prose, 1860-1914
Credits: 3
Study of selected works by such authors as Howells, Twain, James, Crane, Dreiser and Adams.

ENGL74551 - 19th Century Afro American Lit
Credits: 3
Writers ranging from Hemingway, Fitzgerald and Faulkner to the contemporaries.

ENGL74600 - American Modernisms
Credits: 3
American Modernism

ENGL74650 - American Modernism
Credits: 3
American Modernism

ENGL74651 - Women Writers & Metro
Credits: 3
Women Writers & Metro

ENGL74652 - 20th Cen Afro American Lit
Credits: 3
American Modernism

ENGL74653 - American Modernism
Credits: 3
American Modernism

ENGL74654 - Transnational Print Culture in the 19th Century
Credits: 3
Transnational Print Culture in the 19th Century

ENGL74655 - The Decadent Imagination
Credits: 3
The Decadent Imagination

ENGL74656 - The American 1850's
Credits: 3
The American 1850's

ENGL74657 - The Brontës, Lawrence, & Plath
Credits: 3
The Brontës, D.H. Lawrence, Sylvia Plath

ENGL74658 - Selected Studies: Faulkner
Credits: 3
Selected Studies: Faulkner

ENGL74700 - Studies in Romanticism
Credits: 3
Selected study of British, Continental European, or transatlantic Romanticism in relation to a special theme, technique, genre, theoretical issue, or cultural consideration.

ENGL74750 - The Romantic Poets
Credits: 3
Major tendencies of the period as exemplified by Wordsworth, Coleridge, Byron, Shelley and Keats.

ENGL74800 - American Poets 20th Century
Credits: 3
Studies in a selected number of major poets, including Frost, Eliot and Stevens.
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Surveillance & You

ENGL76650 - Stud British & Amer Literature
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Stud British & Amer Literature

ENGL76500 - Literature & Decolonization
Credits: 3
Literature & Decolonization

ENGL76550 - Literature & Decolonization
Credits: 3
The Decadent Imagination

ENGL76551 - Transatlantic 19th Century Lit
Credits: 3
Transatlantic 19th Century Literature

ENGL76552 - The Decadent Imagination
Credits: 3
The Decadent Imagination

ENGL76553 - Literature of the Great War
Credits: 3
The Literature of War: Men, Women, & the Poetics of History, 1895-2019

ENGL76554 - The Animal Estate
Credits: 3
The Animal Estate: Humans, Beasts, and Literature

ENGL76555 - Race and Modernity
Credits: 3
Race and Modernity

ENGL76556 - Race and Modernity
Credits: 3
Ethnicity & Race in Literature

ENGL76557 - Slave Narratives 1750-2011
Credits: 3
Slave Narratives 1750-2011

ENGL76558 - Post Colonial: Lit, Hist, Ethics
Credits: 3
Post Colonial Texts: Literature, History, Ethics

ENGL76559 - Masculinity & Transnationalism
Credits: 3
Masculinity, Cultural Encounter, & Transnationalism

ENGL76560 - Multicultural American Novel
Credits: 3
Multicultural American Novel

ENGL76561 - Utopian Fict: Human Rights Lit
Credits: 3
Utopian Fictions: Human Rights and Literature

ENGL76562 - South Asia Writ Gibe Con
Credits: 3
South Asia Writ Gibe Con

ENGL76563 - Fanon Echo African Diasporic
Credits: 3
Fanonist Echoes in African Diasporic Literature

ENGL76564 - The Work of Catastrophe
Credits: 3
The Work of Catastrophe

ENGL76565 - Creole Poetics
Credits: 3
Creole Poetics

ENGL76566 - Revisions of Blackness
Credits: 3
Revisions of Blackness

ENGL76567 - Black Radicalism/ Theory, Text, Performance
Credits: 3
This seminar will examine important critical interventions in the field of Black Radicalism. We will look at theoretical texts, iconic studies, and creative work (novels, film, music, and performance) that foreground Black culture and Black thought as transformative resources that think about and chip away at regimes of patriarchy, white supremacy, and capital accumulation. Students will be required to write a short midterm as well as final paper. Authors we will examine might include work by Fred Moten, Amiri Baraka, Hortense Spillers, Angela Y. Davis, Wesley Brown, Arthur Jafa, Arna Bontemps, Toni Cade Bambara, Samuel R Delany, George Jackson and Daphne Brooks.

ENGL76568 - CUNY and Slavery
Credits: 3
CUNY and Slavery

ENGL76569 - Asian American & Diasporic Lit
Credits: 3
Asian American & Diasporic Literature

ENGL76570 - Questions Citizenship Latina/o
Credits: 3
Questions of Citizenship in Latina/o Literature

ENGL76571 - Studies Native Amer Literature
Credits: 3
Studies Native American Literature

ENGL76572 - Race Culture Modern
Credits: 3
Race Culture Modern

ENGL76573 - U.S. Latina/o Literature
Credits: 3
U.S. Latina/o Literature

ENGL76600 - Studies in Irish Literature
Credits: 3
Studies in Irish Literature

ENGL76650 - Stud British & Amer Literature
Credits: 3
Stud British & Amer Literature

ENGL76651 - Transatlantic 19th Century Lit
Credits: 3
Transatlantic 19th Century Literature

ENGL76652 - Literature of the Great War
Credits: 3
The Literature of War: Men, Women, & the Poetics of History, 1895-2019

ENGL76653 - The Animal Estate
Credits: 3
The Animal Estate: Humans, Beasts, and Literature

ENGL76654 - Race and Modernity
Credits: 3
Race and Modernity

ENGL76655 - Ethnicity & Race in Literature
Credits: 3
Ethnicity & Race in Literature

ENGL76656 - Slave Narratives 1750-2011
Credits: 3
Slave Narratives 1750-2011

ENGL76657 - Post Colonial: Lit, Hist, Ethics
Credits: 3
Post Colonial Texts: Literature, History, Ethics

ENGL76658 - Masculinity & Transnationalism
Credits: 3
Masculinity, Cultural Encounter, & Transnationalism

ENGL76659 - Multicultural American Novel
Credits: 3
Multicultural American Novel

ENGL76660 - South Asia Writ Gibe Con
Credits: 3
South Asia Writ Gibe Con

ENGL76661 - Fanon Echo African Diasporic
Credits: 3
Fanonist Echoes in African Diasporic Literature

ENGL76662 - The Work of Catastrophe
Credits: 3
The Work of Catastrophe

ENGL76663 - Creole Poetics
Credits: 3
Creole Poetics

ENGL76664 - Revisions of Blackness
Credits: 3
Revisions of Blackness

ENGL76665 - Black Radicalism/ Theory, Text, Performance
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ENGL76666 - CUNY and Slavery
Credits: 3
CUNY and Slavery

ENGL76667 - Asian American & Diasporic Lit
Credits: 3
Asian American & Diasporic Literature

ENGL76668 - Questions Citizenship Latina/o
Credits: 3
Questions of Citizenship in Latina/o Literature

ENGL76669 - Studies Native Amer Literature
Credits: 3
Studies Native American Literature

ENGL76700 - Studies in Irish Literature
Credits: 3
Selected Studies in United States Literature

ENGL76705 - U.S. Latina/o Literature
Credits: 3
U.S. Latina/o Literature

ENGL76750 - Studies in Irish Literature
Credits: 3
Studies in Irish Literature

ENGL76751 - U.S. Latina/o Literature
Credits: 3
U.S. Latina/o Literature

ENGL76752 - Multicultural American Novel
Credits: 3
Multicultural American Novel

ENGL76753 - South Asia Writ Gibe Con
Credits: 3
South Asia Writ Gibe Con

ENGL76754 - Fanon Echo African Diasporic
Credits: 3
Fanonist Echoes in African Diasporic Literature

ENGL76755 - The Work of Catastrophe
Credits: 3
The Work of Catastrophe

ENGL76756 - Creole Poetics
Credits: 3
Creole Poetics

ENGL76757 - Revisions of Blackness
Credits: 3
Revisions of Blackness

ENGL76758 - Black Radicalism/ Theory, Text, Performance
Credits: 3
This seminar will examine important critical interventions in the field of Black Radicalism. We will look at theoretical texts, iconic studies, and creative work (novels, film, music, and performance) that foreground Black culture and Black thought as transformative resources that think about and chip away at regimes of patriarchy, white supremacy, and capital accumulation. Students will be required to write a short midterm as well as final paper. Authors we will examine might include work by Fred Moten, Amiri Baraka, Hortense Spillers, Angela Y. Davis, Wesley Brown, Arthur Jafa, Arna Bontemps, Toni Cade Bambara, Samuel R Delany, George Jackson and Daphne Brooks.
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<td>Study of British and American literary texts in relation to the digital arts, and exploration of theories of digital literary production.</td>
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<td>ENGL76500</td>
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<td>Study of British and American literary texts in relation to the digital arts, and exploration of theories of digital literary production.</td>
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<td>Caribbean Literature</td>
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<td>Study of British and American literary texts in relation to the digital arts, and exploration of theories of digital literary production.</td>
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ENGL78053 - Beckett and His Heritage
Credits: 3
Beckett and His Heritage

ENGL78054 - Toni Morrison's Desdemona
Credits: 3
Toni Morrison's Desdemona: Tragedy and African American Literature

ENGL78100 - Reading Credit
Credits: 3
Reading Credit

ENGL78200 - Studies Literature by Women
Credits: 3
Introduction to methods of literary criticism, textual scholarship, and major
critical approaches of the last seventy-five years. By focusing on literary texts
with a richly suggestive critical, theoretical, and textual history, this class will
consider the multiple ways in which critics and scholars approach a text.

ENGL78251 - Black Women Writers
Credits: 3
Black Women Writers

ENGL78253 - Feminist Historical Context
Credits: 3
Feminist Historical Context

ENGL78400 - Stud Wrk Single Writ
Credits: 3

ENGL78451 - James Joyce
Credits: 3
James Joyce

ENGL78453 - Oscar Wilde
Credits: 3
Oscar Wilde

ENGL78455 - Walt Whitman
Credits: 3
Walt Whitman

ENGL78457 - Gertrude Stein
Credits: 3
Gertrude Stein

ENGL78459 - Zora Neale Hurston
Credits: 3
Zora Neale Hurston

ENGL78462 - Special Topics: Virginia Woolf
Credits: 3
Special Topics: Virginia Woolf

ENGL80551 - Language and Post Coloniality
Credits: 3
Language and Post Coloniality

ENGL80553 - Language, Identity & Education
Credits: 3
Language, Identity and Education

ENGL80600 - Studies in Rhetoric
Credits: 3
Studies in Rhetoric

ENGL80652 - Ancient Rhetoric & Contemporary Interpretation
Credits: 3

ENGL87000 - Stud Literature Theory & Crit
Credits: 3
An in-depth investigation of foundational and current trends in literary
theory.

ENGL87151 - Marx & Cultural Stud
Credits: 3
Manifesto to Critique: Marx & Cultural Studies

ENGL78800 - Reading Credit
Credits: 3
Reading Credit

ENGL79001 - Fiction Writing
Credits: 3
Fiction Writing

ENGL79003 - Fiction Writing
Credits: 3
Fiction Writing

ENGL79101 - Poetry Writing
Credits: 3
Poetry Writing

ENGL78252 - Women in Avant Garde
Credits: 3
Women in Avant Garde

ENGL78300 - Studies in Literary Criticism
Credits: 3
Literary theory as explored by major critics.

ENGL78450 - Louise Erdrich
Credits: 3
Louise Erdrich

ENGL78452 - Muriel Rukeyser
Credits: 3
Muriel Rukeyser

ENGL78454 - William Faulkner
Credits: 3
William Faulkner

ENGL78456 - Herman Melville
Credits: 3
Herman Melville

ENGL78458 - James Baldwin
Credits: 3
James Baldwin: The Substance of the Things Hoped For

ENGL78460 - T.S. Eliot
Credits: 3
T.S. Eliot

ENGL78550 - Nature of Written Language
Credits: 3
Nature of Written Language

ENGL78552 - Engl Lang Teach Learn
Credits: 3
Narratives of English Language Teachers and Learners

ENGL78554 - Ethnographies of Language
Credits: 3
Ethnographies of Language

ENGL78651 - Women's Rhetorical Theory
Credits: 3
Women's Rhetorical Theory & Practice

ENGL78653 - Democratic Rhetoric
Credits: 3
Democratic Rhetoric

ENGL78750 - Freire Pedagogy
Credits: 3
Freire Pedagogy of the Oppressed & Theory

ENGL78752 - Hegel, Marx Literary Theory
Credits: 3
Hegel, Marx Literary Theory

ENGL78900 - Master's Thesis
Credits: 3
Master's Thesis

ENGL79002 - Fiction Workshop
Credits: 3
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ENGL79004 - Fiction Workshop
Credits: 3
Fiction Workshop

ENGL79102 - Poetry Workshop
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Poetry Workshop
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<tr>
<td>EOH57020</td>
<td>Intro Occp Safety &amp; Health</td>
<td>3</td>
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<tr>
<td>ENGL79104</td>
<td>Poetry Workshop</td>
<td>3</td>
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<tr>
<td>ENGL79202</td>
<td>Craft Seminar: Fiction</td>
<td>3</td>
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<tr>
<td>ENGL79204</td>
<td>Craft Seminar: Fiction</td>
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<tr>
<td>ENGL79401</td>
<td>Craft Seminar: Poetry</td>
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<tr>
<td>ENGL79403</td>
<td>Craft Seminar: Poetry</td>
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<tr>
<td>ENGL79500</td>
<td>Topics Creative Nonfiction Workshop</td>
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<tr>
<td>ENGL79501</td>
<td>Creative Nonfiction Writing</td>
<td>3</td>
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<tr>
<td>ENGL79502</td>
<td>Creative Nonfiction Writing</td>
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<td>ENGL79504</td>
<td>Creative Nonfiction Writing</td>
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<tr>
<td>ENGL79600</td>
<td>Topics in Creative Nonfiction</td>
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<tr>
<td>ENGL79701</td>
<td>Poetry Thesis One</td>
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<tr>
<td>ENGL79703</td>
<td>Thesis One</td>
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<tr>
<td>ENGL79800</td>
<td>Writing in Conference</td>
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<tr>
<td>ENRT11111</td>
<td>CUNY Enroute Masters</td>
<td>3</td>
</tr>
<tr>
<td>EOH57050</td>
<td>Environmental Chemistry</td>
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</tbody>
</table>

**Notes:**
- ENGL79103 - Poetry Writing
- ENGL79201 - Craft Seminar: Fiction
- ENGL79203 - Crafts Seminar: Fiction
- ENGL79300 - Literary Criticism
- ENGL79402 - Craft Seminar: Poetry
- ENGL79404 - Craft Seminar: Poetry
- ENGL79501 - Creative Nonfiction Workshop
- ENGL79503 - Creative Nonfiction Writing
- ENGL79558 - Challenging Concepts: Mathematics: Misconceptions and Assess Student Learning
- ENGL79601 - Craft Seminar Creative Nonfiction
- ENGL79603 - Craft Seminar Creative Nonfiction
- ENGL79700 - Thesis One
- ENGL79702 - Poetry Thesis Two
- ENGL79704 - Thesis Two
- ENGL79900 - MFA Thesis
- EOH57020 - Intro Occp Safety & Health

**Description:**
- Introduction to basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards, and the regulations governing these hazards.

**Notes:**
- ENRT11111 - CUNY Enroute Masters
- EOH57050 - Environmental Chemistry
- Survey of chemical and physical concepts essential for understanding environmental and occupational health sciences, including study of the atmosphere, air and water pollution, and energy resources. Physical principles of heat and energy, and radioactivity will be discussed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EOHS70700</td>
<td>Principles of Epidemiology</td>
<td>3</td>
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<tr>
<td>EOHS70N01</td>
<td>Environmental Research &amp; Writing</td>
<td>2</td>
<td>This course provides an overview of environmental and occupational research and writing techniques. The course explains how to conduct a rapid literature review, how to use research and citation software and how to use widely available spreadsheets programs (such as Excel and Google Sheets) to analyze and present data. The course provides an overview of environmental and occupational databases online and how to use data to investigate environmental and occupational health problems.</td>
</tr>
<tr>
<td>EOHS70N02</td>
<td>Advanced Industrial Hygiene Methods</td>
<td>4</td>
<td>This advanced industrial hygiene course examines methods for assessing physical hazards and occupational controls of workplace hazards, including noise, radiation (ionizing and non-ionizing), vibration, thermal stress, and pressure. Students examine potential worker exposure to physical agents, assess exposure to physical agents, determine when physical agents may be hazardous to workers, and recommend strategies for controlling exposures, where necessary. The course also explores the fundamentals of design, operation and evaluation of air moving systems for local and dilution exhaust ventilation systems.</td>
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<tr>
<td>EOHS71000</td>
<td>Industrial Safety and Safety Management</td>
<td>3</td>
<td>Fundamentals concepts and principles of industrial accident prevention and loss control; safety program organization; hazard recognition and evaluation; accident investigation; machine guarding; tire protection; personal protective equipment.</td>
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<tr>
<td>EOHS71400</td>
<td>Ergonomics</td>
<td>3</td>
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<tr>
<td>EOHS71500</td>
<td>Environmental Criteria Standards</td>
<td>3</td>
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<tr>
<td>EOHS71600</td>
<td>Environmental Epidemiology</td>
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<tr>
<td>EOHS71700</td>
<td>Environ Health Law</td>
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<tr>
<td>EOHS71800</td>
<td>Env &amp; Occupational Epidemiol</td>
<td>3</td>
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<tr>
<td>EOHS71900</td>
<td>Environment Standards</td>
<td>3</td>
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<tr>
<td>EOHS72000</td>
<td>Field Lab Research Eohs</td>
<td>2</td>
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<tr>
<td>EOHS72100</td>
<td>Analysis Chemical Environmental Problems</td>
<td>2</td>
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<tr>
<td>EOHS72200</td>
<td>Radiology Hazards</td>
<td>3</td>
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<tr>
<td>EOHS72300</td>
<td>Water Resources</td>
<td>3</td>
<td></td>
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<tr>
<td>EOHS72400</td>
<td>Micro Environmental</td>
<td>3</td>
<td>Micro Environmental</td>
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<tr>
<td>EOHS72500</td>
<td>Environmental Occult Toxicology</td>
<td>3</td>
<td>Introduction to principles of toxicology with emphasis on environment and occupational aspects. Systematic review of the toxicology of major organ systems; health effects of categories of toxins, such as solvents and metals; and review of toxicological testing and evaluation.</td>
</tr>
<tr>
<td>EOHS72600</td>
<td>Principles Industrial Hygiene</td>
<td>3</td>
<td>Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.</td>
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<tr>
<td>EOHS72700</td>
<td>Radiology Hazards</td>
<td>3</td>
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<tr>
<td>EOHS72800</td>
<td>Hazard Evaluation Instrument</td>
<td>3</td>
<td>An introduction to instrumental methods used to assess environmental and occupational health hazards. Principles and operation of commonly used direct reading instruments and demonstration of their application.</td>
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<tr>
<td>EOHS72900</td>
<td>Environmental Radiation Biology</td>
<td>3</td>
<td>Advanced course. This course covers the fundamentals of design, operation and evaluation of air moving systems for local and dilution exhaust ventilation systems. Engineering controls are the preferred method for the control of airborne hazards in the workplace.</td>
</tr>
<tr>
<td>EOHS73000</td>
<td>Indus Hygiene Lab</td>
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<tr>
<td>EOHS73100</td>
<td>Applications Environ Problems</td>
<td>3</td>
<td>Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.</td>
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<tr>
<td>EOHS73200</td>
<td>Analysis Environ Problems</td>
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<tr>
<td>EOHS73300</td>
<td>Physical Water Resources</td>
<td>3</td>
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<tr>
<td>EOHS73400</td>
<td>Micro Environ</td>
<td>3</td>
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<tr>
<td>EOHS73500</td>
<td>Environmental Occult Toxicology</td>
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<td>EOHS73600</td>
<td>Radiology Hazards</td>
<td>3</td>
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<td>EOHS73700</td>
<td>Water Resources</td>
<td>3</td>
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<tr>
<td>EOHS73800</td>
<td>Radiation Biology</td>
<td>3</td>
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<tr>
<td>EOHS73900</td>
<td>Environmental Radiation Biology</td>
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<tr>
<td>EOHS74000</td>
<td>Hazard Evaluation Instrument</td>
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<tr>
<td>EOHS74100</td>
<td>Hazard Evaluation Instrument</td>
<td>3</td>
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<tr>
<td>EOHS74200</td>
<td>Applications Environ Problems</td>
<td>3</td>
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<tr>
<td>EOHS74300</td>
<td>Applications Environ Problems</td>
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<tr>
<td>EOHS74400</td>
<td>Applications Environ Problems</td>
<td>3</td>
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<tr>
<td>EOHS74500</td>
<td>Applications Environ Problems</td>
<td>3</td>
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<tr>
<td>EOHS74600</td>
<td>Applications Environ Problems</td>
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<td>EOHS74700</td>
<td>Applications Environ Problems</td>
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<td>EOHS74800</td>
<td>Applications Environ Problems</td>
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<tr>
<td>EOHS74900</td>
<td>Applications Environ Problems</td>
<td>3</td>
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</tr>
</tbody>
</table>
EOHS75900 - Indust Process & Plant Visits  
Credits: 3  
A review of major industrial processes and health hazards associated with each. Includes site visits to metropolitan NY industrial facilities during working hours.

EOHS76000 - Supervised Fieldwork (Mph)  
Credits: 3  
Directed field experiences in government, private or not-for-profit environmental or occupational health settings for MPH students. Placement in relationship to academic background and career expectations. Emphasis on applying classroom-acquired concepts and skills.

EOHS76100 - Supervised Fieldwork  
Credits: 3  
Supervised Fieldwork

EOHS76200 - Physical Hazd:Asses & Conrol  
Credits: 3  
Physical Hazards: Assessment and Control

EOHS76500 - Env Investgn & Remediation  
Credits: 3  
Introduction to environmental investigation and remediation technologies commonly used in professional practice. Presents proper practices for assessing and remediating asbestos, lead-based paint, indoor air quality, and underground storage tanks situations and Phase I site audits.

EOHS77002 - Survey Research Method  
Credits: 3  
Survey Research Method

EOHS77005 - Reducing Disparities  
Credits: 3  
Reducing Disparities

EOHS77015 - Sustain,Grn Bldg,Hlt  
Credits: 3  
Sustain,Grn Bldg,Hlt

EOHS77020 - Environmental Risk Comm  
Credits: 3  
Environmental Risk Comm

EOHS77022 - Resmethomhthurbenv  
Credits: 3  
Resmethomhthurbenv

EOHS77038 - Food Safety Policy & Sci  
Credits: 3  
Food Safety Policy & Sci

EOHS77044 - Radiologcl Field Ast  
Credits: 3  
Radiologcl Field Ast

EOHS77050 - Planning: Community Health  
Credits: 3  
Planning: Community Health

EOHS77052 - Eohs Ind Hyg/Pin Vis  
Credits: 3  
Eohs Ind Hyg/Pin Vis

EOHS77054 - Tops:Instit Sanit  
Credits: 3  
Tops:Instit Sanit

EOHS77056 - Construction Safety  
Credits: 3  
Construction Safety

EOHS77058 - Topic: Water Resources  
Credits: 3  
Topic: Water Resources

EOHS77060 - Osh Issues and Law  
Credits: 3  
Osh Issues and Law

EOHS77063 - Asbestos:Haz & Cntrl  
Credits: 3  
Asbestos:Haz & Cntrl

EOHS77065 - Noise and Radiation  
Credits: 3  
Noise and Radiation

EOHS77067 - Indoor Air Pollution  
Credits: 3  
Indoor Air Pollution

EOHS77069 - Solid Waste Mgmtnt  
Credits: 3  
Solid Waste Mgmtnt

EOHS77071 - Environ & Occup Health Issues  
Credits: 3  
Environ & Occup Health Issues

EOHS77073 - Ergonomics  
Credits: 3  
Ergonomics

EOHS77076 - Advanced Industrial Hygiene  
Credits: 3  
Advanced Industrial Hygiene

EOHS77077 - Environmental Law  
Credits: 3  
Environmental law

EOHS77077 - Environmental Law  
Credits: 3  
Environmental law

EOHS77077 - Environmental Law  
Credits: 3  
Environmental law
This course will provide students with a toolkit for making the most of their data using R when appropriate. This course will consolidate many of the skills previously taught in data analysis and modeling. It will focus on the practical application of these skills throughout the lifecycle of a research project, and provide illustrations and applications of relevant techniques in R. It will provide grounding in the use of R.

This course is designed to provide a theoretical framework as to how life course exposures affect vulnerability to disease, knowledge about life course influences on selected diseases and the implications for prevention and control. This course will also consider how intra and intergenerational influences may be relevant to disparities in health. Readings will address empirical patterns, prevailing theories and controversies regarding life course influences, as well as addressing interventions or policies that may be applied to improve population health.

This course exposes students to intermediate methods in epidemiologic research and provides students with an opportunity to consider how these strategies complement and advance the more commonly used techniques. Doctoral and masters students will apply these concepts and theoretical knowledge to quantitative analyses using different types of epidemiologic data. Emphasis will be placed on developing practical skills relevant to contemporary epidemiologic research. Students will explore individual level exposure disease associations using classic study designs and techniques, as well as more recent methods that shift away from identifying individual risk factors for disease causation to the description and analysis of environmental systems that give rise to both exposures and health states. Students will also examine potential mediators of these relations.

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EPI76000: Making Most Data in R
Credits: 3
This course will provide students with a toolkit for making the most of their data using R when appropriate. This course will consolidate many of the skills previously taught in data analysis and modeling. It will focus on the practical application of these skills throughout the lifecycle of a research project, and provide illustrations and applications of relevant techniques in R. It will provide grounding in the use of R.

EPI76200: Life Course Epidemiology
Credits: 3
This course is designed to provide a theoretical framework as to how life course exposures affect vulnerability to disease, knowledge about life course influences on selected diseases and the implications for prevention and control. This course will also consider how intra and intergenerational influences may be relevant to disparities in health. Readings will address empirical patterns, prevailing theories and controversies regarding life course influences, as well as addressing interventions or policies that may be applied to improve population health.

EPI76400: Epidemiology Methods III
Credits: 3
This course exposes students to intermediate methods in epidemiologic research and provides students with an opportunity to consider how these strategies complement and advance the more commonly used techniques. Doctoral and masters students will apply these concepts and theoretical knowledge to quantitative analyses using different types of epidemiologic data. Emphasis will be placed on developing practical skills relevant to contemporary epidemiologic research. Students will explore individual level exposure disease associations using classic study designs and techniques, as well as more recent methods that shift away from identifying individual risk factors for disease causation to the description and analysis of environmental systems that give rise to both exposures and health states. Students will also examine potential mediators of these relations.

EPI76700: Epidemiological Methods IV
Credits: 3
Epidemiological Methods IV
EPI77012: Semi in Nutrition Epidemiology
Credits: 3
Seminar in Nutritional Epidemiology
EPI77103: Multilevel Monitoring
Credits: 1.5
Multilevel Monitoring
EPI77106: Nutri Epid Part 1: Lit Review
Credits: 1.5
Nutritional Epidemiology Part 1: Critical Review of Epidemiological Literature
EPI77108: Measurement
Credits: 1.5
Measurement
EPI77201: Time Series
Credits: 1.5
Time Series
FREN61100: Explication De Texte
Credits: 3
Explication De Texte
FREN62300: Genre Studies 3
Credits: 3
Genre Studies 3: Medieval French Literature
FREN62100: Genre Studies 3: French Poetry
Credits: 3
Genre Studies 3: French Poetry
FREN62200: Methods of Research
Credits: 3
Methods of Research
FREN71100: Medieval French Literature
Credits: 3
Medieval French Literature
FREN71200: Medieval French Literature 2
Credits: 3
Medieval French Literature 2

EPI76100: Psych & Mental Health Epi
Credits: 3
This course offers an introduction to the epidemiology of mental health and mental illness. This course takes an explicit epidemiologic perspective, focusing on the study of the burden and determinants of mental illness. It reviews the extant literature on the epidemiology of specific disorders and evaluates studies that investigate risk factors for mental illness. We will consider methodological challenges involved in the study of mental health and illness such as limitations to diagnostic techniques and screening instruments and issues surrounding comorbidity. The course will also address the social consequences of mental illness, and consider how we may apply epidemiologic methods to promoting psychological wellbeing in the general population.

EPI76300: Public Health Surveillance
Credits: 3
Public health surveillance is the fundamental mechanism that public health agencies use to monitor the health of the communities they serve. It is a core function of public health practice, and its purpose is to provide a factual basis from which agencies can appropriately set priorities, plan programs, and take actions to identify and reduce disparities, promote, and protect the public's health. This course will cover the principles of public health surveillance, including historical context, vital registration, disease reporting regulations and notifiable diseases, surveillance registries, surveillance for behaviors and risk factors, administrative data sources in surveillance, epidemiologic uses of surveillance data, legal and ethical issues, and dissemination of surveillance information.

EPI77004: Field Data Collection
Credits: 3
Field Data Collection
EPI77006: Repro Health Epidemiology
Credits: 3
Repro Health Epidemiology
EPI77101: Evidence Synthes Meta-Analysis
Credits: 1.5
Evidence Synthesis & Meta-Analysis
EPI77105: Mendelian Randomiz Instr Vari
Credits: 1.5
Mendelian Randomization & Instrumental Variables
EPI77107: Appl Nutr Epi Pt 2
Credits: 1.5
Apppl Nutr Epi Pt 2
EPI77109: Data Visualization
Credits: 1.5
Data Visualization
FREN60000: Basic Course in French
Credits: 3
Basic Course in French for Graduate Students
FREN62100: Genre Studies I: French Poetry
Credits: 3
Genre Studies I: French Poetry
FREN70000: Methods of Research
Credits: 3
Methods of Research
FREN70200: Studies in French Criticism
Credits: 3
Studies in French Criticism
FREN71000: The Medieval Theatre
Credits: 3
The Medieval Theatre
FREN71200: Medieval French Literature 2
Credits: 3
Medieval French Literature 2

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FREN72100 - Renaissance Poetry
Credits: 3
The Lyons poets, the Pléiade, Protestant poets.

FREN72200 - Rabelais and Montaigne
Credits: 3
Rabelais and Montaigne

FREN72500 - Main Currents French Renaiss
Credits: 3
Study of different aspects of French Renaissance in the works of major authors.

FREN72300 - French Tragedy of 17th Century
Credits: 3
Study of characteristics of French tragic theatre from Baroque to Classicism. Emphasis on plays and prefaces of Corneille and Racine.

FREN73400 - French Muralists Class Period
Credits: 3
Works by such authors as La Rochepeaus, Bossuet, La Fontaine, Madame de Sévigné, Fénélon, La Bruyère, Saint-Simon.

FREN74000 - Lumieres Et Progres
Credits: 3
Lumieres Et Progres

FREN75000 - Era of Chateaubriand
Credits: 3
Era of Chateaubriand

FREN79100 - Special Topics in French Lit
Credits: 3
Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

FREN79110 - French Cross Current Literature
Credits: 3
French Cross Current Literature

FREN79112 - French Cross Current Lit
Credits: 3
French Cross Current Literature

FREN79120 - Contemporary Novel
Credits: 3
Contemporary Novel

FREN79125 - Champlain to Zack Attack Fr Am
Credits: 3
From Samuel de Champlain to Zack Attacks - French America

FREN79180 - Savoir et anxite a la Renaissance
Credits: 3
Savoir et anxite a la Renaissance

FREN79200 - Exile,Nomadism & Immigration
Credits: 3
Exile,Nomadism & Immigration

FREN79401 - Sp Tp:Enlightmnt Thgh
Credits: 3
Sp Tp:Enlightmnt Thgh

FREN79402 - Imaginary Libraries
Credits: 3
Imaginary Libraries
FREN79403 - French Lit: Fr Writers Per Amer
Credits: 3
French Literature: French Writers Perception of America

FREN79404 - Wmn Autoibogph Voice
Credits: 3
Wmn Autobiogph Voice

FREN79405 - French Cinema
Credits: 3
French Cinema

FREN79550 - Proust: Rem of Th Ps1
Credits: 3
Proust: Rem of Th Ps1

FREN79556 - Myth Dream Image
Credits: 3
Myth Dream Image

FREN79600 - 18th Cen Art Pr:Mont-Cham
Credits: 3
18th Cen Art Pr: Mont-Cham

FREN79700 - Existentialist Literature
Credits: 3
Existentialist Literature

FREN79703 - Materialism: 18th Century
Credits: 3
Materialism: 18th Century

GEOG50100 - Principles of Geography
Credits: 3
Introduction to human and physical geography. Open to students who have never had a college level geography course.

GEOG61151 - Geog Mid East & N. Afr
Credits: 3
Geog Mid East & N. Afr

GEOG61200 - Geography of the United States
Credits: 3
A regional analysis of the major features of the natural and cultural environment of the United States. Not open to students who have had a similar college-level course.

GEOG70100 - Geographic Thought and Theory
Credits: 3
Geographic Thought and Theory

GEOG70152 - Geography of China
Credits: 3
Geography of China

GEOG70200 - Research Topics in Geography
Credits: 1
Introduction to central research themes in geography and the current research being undertaken by department faculty.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>GEOG70252</td>
<td>Research Top: Geog Ed</td>
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<td>Research Top: Geog Ed</td>
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<tr>
<td>GEOG70300</td>
<td>Loc Thry &amp; Spa Analysis</td>
<td>3</td>
<td>Location Theory and Spatial Analysis</td>
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<tr>
<td>GEOG70303</td>
<td>Culture and Nature</td>
<td>3</td>
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<tr>
<td>GEOG70253</td>
<td>Sem: Poli-Env Geog</td>
<td>1</td>
<td>Sem: Poli-Env Geog</td>
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<tr>
<td>GEOG70301</td>
<td>Global Political Eco</td>
<td>3</td>
<td>Global Political Eco</td>
</tr>
<tr>
<td>GEOG70304</td>
<td>Geography of Public Space</td>
<td>3</td>
<td>In this course, we will explore what it means for space to be public particularly in the urban environment. We will consider the economic, social, political and cultural ideas in the idea of being 'public,' and the ways these are played out spatially. We will consider who counts as a member of &quot;the public&quot; in different times and places, the idea of multiple publics, and counter-publics, and how these various groups interact in the contests over public space. We will explore the city on foot both during class time and in independent assignments.</td>
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<tr>
<td>GEOG70331</td>
<td>Landuse &amp; Urb Spat Dev</td>
<td>3</td>
<td>Landuse &amp; Urb Spat Dev</td>
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<td>GEOG70351</td>
<td>Trans Geog &amp; Planing</td>
<td>3</td>
<td>Trans Geog &amp; Planing</td>
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<tr>
<td>GEOG70353</td>
<td>Urban Transportation</td>
<td>3</td>
<td>Urban Transportation</td>
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<tr>
<td>GEOG70383</td>
<td>Global &amp; World Eco</td>
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<td>Global &amp; World Eco</td>
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<td>War Human Sec &amp; Envir</td>
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<td>War Human Sec &amp; Envir</td>
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<td>GEOG70387</td>
<td>Geog of Violence</td>
<td>3</td>
<td>Geog of Violence</td>
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<td>GEOG70389</td>
<td>Home in America</td>
<td>3</td>
<td>Home in America</td>
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<td>Geography in Film</td>
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<td>Geography in Film</td>
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<td>GEOG70400</td>
<td>Topics in Human Geography</td>
<td>3</td>
<td>Topics in Human Geography</td>
</tr>
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<td>GEOG70502</td>
<td>Homelessness to Foreclosure</td>
<td>3</td>
<td>Homelessness to Foreclosure: NYC Geographies of Shelter and Home</td>
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<td>GEOG70508</td>
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<td>The War on Drugs in Geographical Perspective</td>
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<td>African Environ &amp; Develop</td>
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In this course, we will explore what it means for space to be public particularly in the urban environment. We will consider the economic, social, political and cultural ideas in the idea of being 'public,' and the ways these are played out spatially. We will consider who counts as a member of "the public" in different times and places, the idea of multiple publics, and counter-publics, and how these various groups interact in the contests over public space. We will explore the city on foot both during class time and in independent assignments.
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<td>Migration &amp; Ethnicity</td>
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<td>GIS: Tech &amp; Soc</td>
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<td>GIS in Public Health</td>
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This course will explore the overlapping and contested worlds of two broad themes: ‘globalization’ and ‘uneven development’. We will begin with a historical look at the emergence of colonialism and the production of the world into largely still-existing spheres of rich and poor. From here we will survey the history of thought on the question(s) of development, poverty reduction and economic growth. We will then move to address the historical and present-day development industry, and critiques thereof, along with newer poverty reduction strategies such as microfinance and alternative grassroots development schemes. We will explore these emergences in the context of broader, global economic trends, as well as in the context of state, multi-state and non-state actors.
GEOG71190 - Environmental Policy  
Credits: 3  
Environmental Policy

GEOG71200 - Sustainable Development in Countries  
Credits: 3  
Sustainable Development in Developing Countries

GEOG71451 - Sp Tp:Sat Monitoring  
Credits: 3  
Sp Tp:Sat Monitoring

GEOG72100 - Transportation Geography  
Credits: 3  
Transportation Geography

GEOG74100 - Population Geography  
Credits: 3  
Population Geography

GEOG74300 - Urban Geographic Theory  
Credits: 3  
Spatial analysis of contemporary and theoretical issues concerning the economic growth, transportation, land use, social segregation, and urban governance in metropolitan areas.

GEOG79001 - Independent Research  
Credits: 1  
Independent Research

GEOG79003 - Independent Research  
Credits: 3  
Independent Research

GEOG79200 - Independent Research  
Credits: 2  
Intensive individual research in geography under supervision of a member of the graduate faculty. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

GEOG79800 - Geographic Research Design  
Credits: 3  
Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

GEOG79902 - Thesis Research Geography  
Credits: 2  
Thesis Research Geography

GEOG79904 - Thesis Research Geog  
Credits: 4  
Thesis Research Geog

GEOG79906 - Thesis Research Geography  
Credits: 6  
Thesis Research Geography

GERMN64300 - Goethe's Faust  
Credits: 3  
Goethe's Faust

GSR70200 - Contemp Soc Theor  
Credits: 3  
Methodological philosophies and findings of major sociological theorists.

GSR70900 - Statistics 2  
Credits: 3  
Topics covered include analysis of variance, multiple regression and other multivariate techniques. Prereq: GSR 708 with grade of B or better spring only

GSR71000 - Quantitative Digital Res Methd  
Credits: 3  
Basic concepts and methods used when for quantitative analysis, including analyzing data from digital sources.
GSR71600 - Workshop Info Techn
Credits: 3
Use of the Internet and web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the web.

GSR71800 - Research Internship
Credits: 3
This course guides students through the process of writing a research paper based on their internship, establishing a digital portfolio, and developing professional presentation skills. Students must have completed the required core courses in the program with a grade of B or better to enroll in this course.

GSR72000 - Consumer Behavior
Credits: 3
Cultural, social, and psychological influences on consumer decision-making and consumer satisfaction; consumerism.

GSR72400 - Hum Ecol Of Wrld Pov
Credits: 3
Hum Ecol Of Wrld Pov

GSR73000 - Urban Sociology
Credits: 3
Urban Sociology

GSR73200 - Motion Pictures
Credits: 3
Analysis of contemporary American motion picture industry with special emphasis on independent production; social structure of production, product analysis, audience appeal and marketing; review of relevant theoretical approaches and current research.

GSR73400 - Electronic Media Dev Countries
Credits: 3
Electronic media use in developing countries with emphasis on television and developmental applications; policy and research issues; role of social marketing (the TELEVISA model); the international digital divide, and related issues.

GSR73900 - Sociology of the Gig Economy
Credits: 3
This course examines the complex and dynamic relationship between work, technology and society by looking at the "gig" economy, a labor market that challenges traditional ideas of economy.

GSR74100 - Social Policy
Credits: 3
Planning procedures and program evaluation in public, corporate, and other private-sector settings; sources of error in forecasting.

GSR74600 - Organizational Dynamics
Credits: 3
Organizational design, processes and analysis in the business, public, and nonprofit sectors.

GSR75200 - Focus Group Research
Credits: 3
Theory and application of focus group research. Methodological procedures, conceptualization of research problem, organization of group, listening and probing techniques, analysis of verbal and nonverbal data, report writing.

GSR75500 - Social Stratification
Credits: 3
Social Stratification

GSR71700 - Sen Appld Eval Res
Credits: 3
Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals. prereq: GSR 709, GSR 710 and GSR 711

GSR71900 - Applied Research Seminar
Credits: 3
Applied Research Seminar

GSR72300 - Nonprofit and Social Marketing
Credits: 3
Application of marketing and marketing research to non-business organizations.

GSR72500 - Research Design
Credits: 3
This course is designed for graduate students in the social sciences. The goal is to learn how to design large and effective research projects, whether for a thesis or dissertation, grant or fellowship applications, work project, or course project. We will look in detail at the logic of design, anticipating needs and problems, planning for analysis, overcoming obstacles, proposing research, and presenting one's design.

GSR73100 - T.V. Progrm & Audnc
Credits: 3
Socioeconomic analysis of television programming and the various audiences served, including the cable universe; review of relevant theoretical approaches, research methods and audience data, patterns of television consumption.

GSR73300 - New Electronc Media
Credits: 3
Investigation of new media and information technologies and the markets they create (digital television, Internet, etc.); relation between these media and markets and the class structure; analysis of the consumptive and pragmatic use of information. Students can take graduate courses in the Department of Film and Media Studies provided they are directly related to media analysis and research.

GSR73800 - Data Mining
Credits: 3
This course introduces students to basic concepts and methods in computational social science, including the use of R. It shows students new ways of thinking about data, conducting social analysis, and examining phenomena through the lens of computational social science.

GSR74000 - Digital Priv Secur & Disinfo
Credits: 3
This course provides hands-on, practical exercises and analysis to help students protect their privacy, evade digital surveillance mechanisms, prepare for disinformation campaigns, and understand collective resistance efforts against these. Can be taken by advanced undergraduate or graduate students.

GSR74200 - Public Policy Analysis
Credits: 3
Theories, concepts, and methods in public-policy analysis applied to select policy areas such as social service, criminal justice, and education.

GSR75100 - Population Dynamics
Credits: 3
Population Dynamics

GSR75300 - Crit Analysis Hi Ed
Credits: 3
Crit Analysis Hi Ed

GSR76100 - Dev Theories & Practices
Credits: 3
History of the evolution of theories of development and analysis of their application to postcolonial societies from 1945 to 1989; assessment of development practices and their implications for poverty alleviation and social change; analysis of the conditions under which development aid is provided and its impact on a sample of countries from Africa, the Middle East and Asia.
GSR76200 - Rethinking Development
Credits: 3
Critical analysis of the shift from the old development discourse to a new one centered on 'post-development' or the 'global' economy; identification of the ways in which developing societies attempt to integrate themselves into the global economy; assessment of the cultural, social and political impacts of the switch from socialist or mixed economies to market economies; analysis of the role of IMF, the World Bank, and world trade agreements in reshaping developing societies. Methodologies of social development, conflict resolution, legal reform and poverty alleviation used in aid organizations.

GSR76700 - Int-Pers Proc In Org
Credits: 3
Analysis of social relations in organizations; interpersonal processes in management, conflict negotiations, and interdepartmental relations.

GSR79001 - Intl Migration
Credits: 3
Intl Migration

GSR79003 - Div Childr&Pub Pol Deb
Credits: 3
Diverse Children & Public Policy

GSR79005 - Rich Prac Advance Stat
Credits: 3
Research Practicum: Advanced Statistical Analysis

GSR79025 - Far Right: Research Intensive
Credits: 3
Combatting the Far Right Online & in the Streets Research Intensive

GSR79044 - Hunter Polls Nyc
Credits: 3
Hunter Polls Nyc

GSR79046 - Research Practicum: New Media
Credits: 3
Research Practicum: New Media

GSR79053 - Family Policy Analysis
Credits: 3
Family Policy Analysis

GSR79056 - Health Policy
Credits: 3
Health Policy

GSR79058 - Hngr In Am:Prob&Policy
Credits: 3
Hunger in America: Problems and Policy

GSR79062 - Informal,Illicit Eco
Credits: 3
Informal,Illicit Eco

GSR79065 - LGBT Social Movements Project
Credits: 3
LGBT Social Movements Project

GSR79088 - Mapping Social Science Data
Credits: 3
Mapping Social Science Data

GSR79100 - Indep Research
Credits: 3
Indep Research

GSR79200 - Independent Research
Credits: 3
Independent Research

GTECH70253 - Spatial Data Analysis
Credits: 3
Spatial Data Analysis

GTECH70303 - Sp Top: Quantitative Method
Credits: 3
Special Topics: Quantitative Method

GTECH70351 - Spatial Statistics
Credits: 3
Spatial Statistics

GSR76300 - Int'l Dev Practicum
Credits: 3
Structures and functions of international aid organizations. Training in program/project analysis; training in gender and development; advocacy for a number of development issues as well as governance.

GSR79000 - Special Topics Seminar
Credits: 3
The program offers experimental special-topics seminars. Check with program office for more information.

GSR79002 - Mthd Of Eval Resrch
Credits: 3
Mthd Of Eval Resrch

GSR79004 - Diverse Childr&Curr Nat Pol Deb
Credits: 3
Diverse Children and Current National Policy Debates

GSR79007 - Data Analytics
Credits: 3
Data Analytics

GSR79035 - Res On Nyc Food Syst
Credits: 3
Res On Nyc Food Syst

GSR79045 - Criminal Policy and Practice
Credits: 3
Criminal Policy and Practice

GSR79052 - Demography Of Soc Pol
Credits: 3
Demography Of Soc Pol

GSR79054 - Pract Th Soc Chng
Credits: 3
"The goal of the course will be to apply critical thinking to the design, management and pragmatic assessment of social change organizations. It will explore these themes and questions through examination of three major arenas for organizational action: human rights, economic justice and environmental sustainability."

GSR79057 - Contemp Stds: Wealth & Poverty
Credits: 3
Contemp Stds: Wealth & Poverty

GSR79060 - Rethinking Development
Credits: 3
Rethinking Development

GSR79064 - Culture and Cognition
Credits: 3
Culture and Cognition

GSR79075 - Socl Dev,Assesmt&Eval
Credits: 3
Socl Dev,Assesmt&Eval

GSR79089 - Gender and Development
Credits: 3
Gender and Development

GSR79102 - Indep Research
Credits: 3
Indep Research

GTECH70200 - Quantitative Methods in Geogph
Credits: 3
Application of scientific methods to geographic research, including sampling, distribution measurement, characterizing relationships, multivariate analysis, and a strong focus on computational modeling statistical relationships using either R or Python.

GTECH70302 - Sp Top in Quant Meth
Credits: 3
Sp Top in Quant Meth

GTECH70304 - Sp Top in Quant Meth
Credits: 4
Sp Top in Quant Meth
This course is designed as an applied, group research project for graduate students. It will be given on an irregular basis, and will be a research project based on a current problem. The goal of the course is to write an article of publishable quality. The prerequisites will vary depending on the problem being studied, but will usually include two courses: (1) either hydrology, climatology, or a similar course; and (2) multivariate statistics in geography, or a similar course.

GTECH70451 - Computer Simulation
Credits: 3
Computer Simulation

GTECH70500 - Spatial Data Analysis
Credits: 3
Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

GTECH70900 - Intro: Geographic Info Systems
Credits: 3
Thorough introduction to geographic information systems (GIS) using multiple desktop and web-based GIS with an emphasis on spatial data handling and project management. MS GeoInformatics students are recommended to take GTECH 71000 at the same time as this course.

GTECH71100 - Earth From Above
Credits: 3
Use and interpretation of air photos and satellite remote sensing images as applied to agriculture, forestry, urbanization, oceanography and atmosphere; lab exercises.

GTECH71200 - Digital Image Proc & LIDAR
Credits: 3
Quantitative processing of digital imagery; enhancement, information extraction, classification, algorithms, registration, rectification; and Light Detection and Ranging (LIDAR) technology and principles and applications; lab exercises.

GTECH71401 - Adv Topics in GeoVisualization
Credits: 3
This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

GTECH71402 - Sp Tp: Ground Truthng
Credits: 3
Sp Tp: Ground Truthng

GTECH71452 - Erdas Techniques
Credits: 3
Erdas Techniques

GTECH71500 - Seminar In Remote Sensing
Credits: 3
Examination and discussion of current published research work in remote sensing. Topics to vary with instructor and student interest.

GTECH72200 - Adv Topics in GeoVisualization
Credits: 3
This course immerses students in animated and interactive maps, web mapping, and new visualization techniques.

GTECH72300 - Seminar Cartographic Research
Credits: 3
Seminar Cartographic Research

GTECH72351 - Seminar: Map Project
Credits: 3
Seminar: Map Project

GTECH73253 - Sem:Adv Gis Research
Credits: 3
Sem:Adv Gis Research
This course will introduce students to the use of R programming for univariate and multivariate analysis and visualization, mapping and spatial analysis. By the end of the course students will be able to identify and describe basic computer language programming concepts including syntax, data types, variables, operators, loops, and functions; use RStudio or another IDE for R to develop, test, and execute R script; operationalize these concepts to perform basic statistical, mapping, spatial analyses and data management tasks using R; and apply basic statistics and visual analytics enabled through R to examine and analyze real world geographic issues.
GTECH78802 - GeoInformatics Internship
Credits: 2
Internship with a non-CUNY institution that provides the student with real-world experience of the application of GeoInformatics. Requires an internship contract drawn up by the employer and a faculty advisor and signed by the student. May be repeated for a total of 3.0 credits.

GTECH79900 - Thesis Research GeoInformatics
Credits: 3
Supervised development of a master's thesis in GeoInformatics.

HED50300 - Envir Hazards & Eff Hlth
Credits: 3
Envir Hazards & Eff Hlth

HED61000 - Crit Iss In Hlth Ed
Credits: 3
Crit Iss In Hlth Ed

HED61300 - Health Counseling
Credits: 3
Health Counseling

HED62500 - Hlth Main & Fit In Ind
Credits: 3
Hlth Main & Fit In Ind

HED62600 - Hlth Ed: Chldhood Edu
Credits: 1
Hlth Ed: Chldhood Edu

HED71000 - Phi Bas-Hlth & Hed
Credits: 3
Phi Bas-Hlth & Hed

HED71300 - Health Counseling
Credits: 3
Health Counseling

HED71480 - He For Clsrm Tchr
Credits: 3
He For Clsrm Tchr

HED71600 - Hlth Ed: Childhood Edu
Credits: 1
Hlth Ed: Childhood Edu

HED72100 - Devel The Hlth Curr
Credits: 3
Devel The Hlth Curr

HED72200 - Wkshp Curr Iss-Health
Credits: 3
Wkshp Curr Iss-Health

HED72500 - Stress Management
Credits: 3
Stress Management

HED7254 - Creatv Conflict Resolu
Credits: 3
Creatv Conflict Resolu
### Hunter College

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<td>HIST72700</td>
<td>Hist of African Amer in US</td>
<td>3</td>
<td></td>
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<tr>
<td>HIST72900</td>
<td>Soviet Frgn Relation</td>
<td>3</td>
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<tr>
<td>HIST74000</td>
<td>Mo Jewish Soc &amp; Int Hi</td>
<td>3</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Course Description</td>
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<tr>
<td>HIST74150</td>
<td>Colonial America</td>
<td>3</td>
<td>Study of reform movements and of political, economic, and social developments in U.S. during 20th century.</td>
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<tr>
<td>HIST74250</td>
<td>The Early Republic</td>
<td>3</td>
<td>Nineteenth-Century American Reform Movements</td>
</tr>
<tr>
<td>HIST74400</td>
<td>20th Century United States</td>
<td>3</td>
<td>History of Civil War and Reconstruction Era in United States</td>
</tr>
<tr>
<td>HIST74500</td>
<td>USA as a World Power</td>
<td>3</td>
<td>Twentieth-Century United States as a World Power</td>
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<tr>
<td>HIST74600</td>
<td>Colloquium in Ancient History</td>
<td>3</td>
<td>Women in Late Victorian Society</td>
</tr>
<tr>
<td>HIST74700</td>
<td>Nineteenth-Century American Reform Movements</td>
<td></td>
<td>History of American Labor Movement</td>
</tr>
<tr>
<td>HIST75000</td>
<td>South America in Modern World</td>
<td>3</td>
<td>History of Religion in United States</td>
</tr>
<tr>
<td>HIST75100</td>
<td>South America in Modern World</td>
<td>3</td>
<td>History of Religion in United States</td>
</tr>
<tr>
<td>HIST75200</td>
<td>History of Canada</td>
<td>3</td>
<td>History of Religion in United States</td>
</tr>
<tr>
<td>HIST75400</td>
<td>Contemporary Europe</td>
<td>3</td>
<td>History of Religion in United States</td>
</tr>
<tr>
<td>HIST75500</td>
<td>History of the American City</td>
<td>3</td>
<td>History of Religion in United States</td>
</tr>
<tr>
<td>HIST75600</td>
<td>Colloquium in Medieval History</td>
<td>3</td>
<td>History of Religion in United States</td>
</tr>
<tr>
<td>HIST75650</td>
<td>Colloquium in Medieval History in Europe</td>
<td>3</td>
<td>History of Religion in United States</td>
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<tr>
<td>HIST75700</td>
<td>History of Religion US</td>
<td>3</td>
<td>History of Religion in United States</td>
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<tr>
<td>HIST75800</td>
<td>Prob Hist of India</td>
<td>3</td>
<td>History of Religion in United States</td>
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<tr>
<td>HIST75950</td>
<td>History of Japan to 180</td>
<td>3</td>
<td>History of Religion in United States</td>
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<tr>
<td>HIST76000</td>
<td>History of Germany to 180</td>
<td>3</td>
<td>History of Religion in United States</td>
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<td>HIST76200</td>
<td>Colloquium in British History</td>
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<td>History of Religion in United States</td>
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<td>HIST76300</td>
<td>Colloquium in European History</td>
<td>3</td>
<td>History of Religion in United States</td>
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<tr>
<td>HIST76350</td>
<td>Germany and Europe</td>
<td>3</td>
<td>History of Religion in United States</td>
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<tr>
<td>HIST76500</td>
<td>Colloquium in American History</td>
<td>3</td>
<td>History of Religion in United States</td>
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<tr>
<td>HIST76551</td>
<td>The 1920's</td>
<td>3</td>
<td>History of Religion in United States</td>
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<tr>
<td>HIST76553</td>
<td>Interp of Indust Rev</td>
<td>3</td>
<td>History of Religion in United States</td>
</tr>
<tr>
<td>HIST76601</td>
<td>20C Lat Amer Revs</td>
<td>3</td>
<td>History of Religion in United States</td>
</tr>
</tbody>
</table>
This class is a survey of Middle East history spanning from the 16th century during the period of the time of the great Ottoman and Persian empires, to the present. The goal of this course is to introduce modern Middle East history through the voices of the makers of that history and, consequently, the majority of the primary sources are translations of works written by scholars, intellectuals and artists from the region. In addition, films in English or subtitled will be shown during the semester and students are expected to be present for these showings as they will be a part of the examinations.

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Study of historians from ancient times to present, problems of historical interpretation, and research methods.

This graduate seminar will introduce students to classic and recent works in nineteenth- and twentieth-century U.S. social history. Topics of inquiry include family and community life; interracial/interethnic contact and conflict; the changing nature of the workplace and labor organizing; (im)migration and Americanization; and leisure, consumption, and mass culture.

This graduate seminar will introduce students to classic and recent works in nineteenth- and twentieth-century U.S. social history. Topics of inquiry include family and community life; interracial/interethnic contact and conflict; the changing nature of the workplace and labor organizing; (im)migration and Americanization; and leisure, consumption, and mass culture.
This seminar on early modern Spanish history will start with the ancient and medieval heritage of the Iberian Peninsula. The course then focuses on the development of state, church, society and imperial expansion of the Spanish monarchies from the union of Ferdinand and Isabella in the mid-fifteenth century through the reign of the Hapsburgs (to 1714).

HIST77306 - Dictshps - Mod Eur Hist
Credits: 3
Dictatorships - Modern Europe History
HIST77472 - Humn Rts & Non-West
Credits: 3
Humn Rts & Non-West

HIST77474 - U.S.in Late 19 Cent
Credits: 3
U.S.in Late 19 Cent

HIST77476 - Amer Biographies
Credits: 3
Amer Biographies

HIST77478 - Hist of Americ Women
Credits: 3
Hist of Americ Women

HIST77480 - Latin Amer in 19th C
Credits: 3
Latin Amer in 19th C

HIST77482 - Topic: Afro-American History
Credits: 3
Topic: Afro-American History

HIST77484 - Lat Amer in 20 Cent
Credits: 3
Lat Amer in 20 Cent

HIST77486 - Pop Rel in Med Europ
Credits: 3
Pop Rel in Med Europ

HIST77488 - Wmn's Lives US Hist
Credits: 3
Wmn's Lives US Hist

HIST77490 - Mid East in 19th Cen
Credits: 3
Mid East in 19th Cen

HIST77492 - Nationalism Modern Europe
Credits: 3
Nationalism Modern Europe

HIST77494 - Bio & Autobio Md Ag/Rn
Credits: 3
Bio & Autobio Md Ag/Rn

HIST77496 - Progrs & New Deal
Credits: 3
Progrs & New Deal

HIST77498 - Maj Wrk&Thms-Eur His
Credits: 3
Maj Wrk&Thms-Eur His

HIST77500 - Sem-Tchg Col Lvl His
Credits: 3
Seminar: Teaching History on College Level

HIST77800 - Individual Tutorial Research
Credits: 3
Individual Tutorial Research

HIST78000 - Hist Col-1st Yr Stds
Credits: 3
History Colloquium for First-Year Ma Students

HIST79800 - Internship
Credits: 3
Internship

HPM75000 - Public Health Management
Credits: 3
Public Health Management

HPM75200 - Comp Analyses Urb Hlth
Credits: 3
Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyzes impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

HPM75400 - Ph Advocacy: Theo&Pra
Credits: 3
Ph Advocacy: Theo&Pra

HIST77473 - Hist Chrsnty in U.S
Credits: 3
Hist Chrsnty in U.S

HIST77475 - Tech & Soc Chng - US
Credits: 3
Tech & Soc Chng - US

HIST77477 - Vietnamese Rev.War
Credits: 3
Vietnamese Rev.War

HIST77479 - Soc & Eco Hi-19C Eur
Credits: 3
Soc & Eco Hi-19C Eur

HIST77481 - Hist-Work in America
Credits: 3
Hist-Work in America

HIST77483 - Hist Family in U.S.
Credits: 3
Hist Family in U.S.

HIST77485 - Prob Mod Eur Hist
Credits: 3
Prob Mod Eur Hist

HIST77487 - Womn in Lat Am Hist
Credits: 3
Womn in Lat Am Hist

HIST77491 - Persis Old Reg Md Eu
Credits: 3
Persis Old Reg Md Eu

HIST77493 - Victorns & Imprlsm
Credits: 3
Victorns & Imprlsm

HIST77495 - New Eur: Brkp/Cm Tghr
Credits: 3
New Eur: Brkp/Cm Tghr

HIST77497 - Maj Wrk&Thms-US Hist
Credits: 3
Major Works and Themes in US History

HIST77499 - Cntrl Am. in 20 Cen.
Credits: 3
Cntrl Am. in 20 Cen.

HIST77600 - Seminar in Ancient History
Credits: 3
Seminar in Ancient History

HIST77900 - Thesis Seminar
Credits: 3
Thesis Seminar: Independent Research

HIST79000 - Resrch Meth Ma Stdnt
Credits: 3
Research Methods Class for First-Year Ma Students

HPM73701 - Supervised Fieldwrk1
Credits: 3
Supervised Fieldwrk1

HPM75100 - Ph & Health Care Law
Credits: 3
Ph & Health Care Law

HPM75300 - Policy Analysis Ph
Credits: 3
Policy Analysis Ph

HPM75500 - Health Economics
Credits: 3
This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.
### Hunter College

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMA70000</td>
<td>Visual Cultural Seminar</td>
<td>3</td>
<td>This seminar is an intensive exploration of theoretical approaches to visual culture across media, time periods and critical methods. Students will develop a research project on a subject of their own choosing, while exploring readings on topics related to theoretical approaches to visuality drawn from a variety of disciplinary frames.</td>
</tr>
<tr>
<td>IMA70200</td>
<td>Hist &amp; Theory Emerging Media</td>
<td>3</td>
<td>An exploration of the history of digital and internet-based art, approached through a comparative framework drawn from the aesthetic history of post-war computing, experimental cinema, and contemporary art history.</td>
</tr>
<tr>
<td>IMA70400</td>
<td>Communications and the City</td>
<td>3</td>
<td>Urban imagery in mass media and its varying relations to problems of urban life.</td>
</tr>
<tr>
<td>IMA70500</td>
<td>Probs of Amer Journl</td>
<td>3</td>
<td>Analysis of the social responsibility of the press in relation to the dominant institutions of American society.</td>
</tr>
<tr>
<td>IMA70800</td>
<td>Global Communication</td>
<td>3</td>
<td>Current problems and issues of global communications.</td>
</tr>
<tr>
<td>IMA71000</td>
<td>Alt Media: Examples &amp; Exp</td>
<td>3</td>
<td>Review of the history and role of small-scale alternative media. Includes critical readings, viewing and critique.</td>
</tr>
<tr>
<td>IMA71300</td>
<td>Social Inequality and Media</td>
<td>3</td>
<td>Social Inequality and Media</td>
</tr>
<tr>
<td>IMA72100</td>
<td>Online Journalism</td>
<td>3</td>
<td>The Internet provides journalists with new sources of information, a major news beat in itself and innovative forms of publication. This course explores each of these dimensions with the goal of enabling students to use the Internet for journalistic research and report in depth on its cultural, legal and economic dimensions. This course may be counted towards the WORDS or CHANNELS cluster requirement.</td>
</tr>
<tr>
<td>IMA72400</td>
<td>Develop &amp; Prod Non-Fict Media</td>
<td>3</td>
<td>This course covers developing and producing non-fiction media for the screen across multiple platforms. Development topics include research methods, grant proposal and treatment writing, and creative project presentation. Producing fundamentals such as budgeting, scheduling, crewing, field producing, post-production, and deliverables are also covered. Students study different genres, formats and approaches to non-fiction production and complete a written proposal for a personal non-fiction project that is at the pre-production stage of development.</td>
</tr>
<tr>
<td>IMA74300</td>
<td>Collective Documentary</td>
<td>3</td>
<td>This production workshop involves the student in all aspects of a collectively produced media project framed by a discussion of the theoretical issues of collaborative and collective media production, and an examination the history of collective practices in the making of film and video from the 1930s to today.</td>
</tr>
<tr>
<td>IMA74500</td>
<td>Public Issue Graphics</td>
<td>3</td>
<td>In collaborative workshops, students will conduct research into specific public issue topics and produce three graphics projects designed to communicate information effectively, enlighten the public regarding these issues, and help frame these topics for public discussion.</td>
</tr>
<tr>
<td>IMA70100</td>
<td>Soc&amp;Hist Roots Art &amp; Culture</td>
<td>3</td>
<td>This seminar examines the social and historical context that has propelled and been influenced by art, media and culture from the 19th century to the present. Our core assumption is that that the production of all forms of culture - material and non-material - is a fundamental way that we struggle to make sense of a world in which social change constantly challenges taken-for-granted reality. Special emphasis is given to the unique role of the artist as producer of culture, and to the rich inter-disciplinary literature that has examined the creative process and the practical and theoretical challenges faced by artists in a complex society.</td>
</tr>
<tr>
<td>IMA70300</td>
<td>Media and the Public Sphere</td>
<td>3</td>
<td>An examination of notions of the public sphere and democracy in relation to historically evolving forms of mass media.</td>
</tr>
<tr>
<td>IMA70500</td>
<td>Soc Cla,Racms &amp;Media</td>
<td>3.3</td>
<td>Analysis of interrelations between social classes, racism and the media.</td>
</tr>
<tr>
<td>IMA70700</td>
<td>Visible Evidence</td>
<td>3</td>
<td>An examination of the representational strategies through which film, video and TV images achieve verisimilitude, the appearance of transparently and objectively displaying reality.</td>
</tr>
<tr>
<td>IMA70900</td>
<td>Hist &amp; Theory of Documentary</td>
<td>3</td>
<td>This course examines canonical films from the first 100 years of documentary filmmaking in their historical and theoretical context, and analyzes the formal and technological innovations of documentary's pioneers. The course also explores the intersections of documentary art with other art forms and considers the opportunities and responsibilities of a documentary storyteller.</td>
</tr>
<tr>
<td>IMA71100</td>
<td>TV Culture &amp; Soc.</td>
<td>3</td>
<td>Television, Culture and Society an Examination of the Role of Television, as Cultural Artifact and I</td>
</tr>
<tr>
<td>IMA72000</td>
<td>The Language of News</td>
<td>3</td>
<td>The writing of journalistic prose in a variety of forms, approached through close analysis of news writing and interviewing technique and the completion of a variety of writing assignments.</td>
</tr>
<tr>
<td>IMA72200</td>
<td>Literary Journalism</td>
<td>3</td>
<td>The criticism and practice of literary journalism, i.e., factual reporting rendered with the qualitative detail and vividness of imaginative writing.</td>
</tr>
<tr>
<td>IMA74200</td>
<td>Web Documentary</td>
<td>3</td>
<td>This course is a production course with a technical emphasis on popular code-based techniques for web development including HTML5, CSS, JavaScript, PHP and MySQL. Documentary-related media forms will be generated (including research, photography, audio and video content) to consider creative and documentary process for web dissemination. Throughout the semester readings relating to net culture, tactical media and other creative forms for network spaces will be required.</td>
</tr>
<tr>
<td>IMA74400</td>
<td>Micro-cultural Incidents</td>
<td>3</td>
<td>This production course, with extensive readings and screenings, examines the intersection of experimental and ethnographic media. Students will produce two short projects that respond actively to the ideas and themes of the course.</td>
</tr>
<tr>
<td>IMA74700</td>
<td>Documentary Editing</td>
<td>3</td>
<td>Creative, technical and project management aspects of digital non-linear editing. Students are expected to bring projects, filmed in previous classes, to a fine cut stage.</td>
</tr>
</tbody>
</table>
This hands-on production course introduces students to the practical fundamentals of visual studies, design, digital graphics and illustration. It is a foundation in 2D design, illustration and digital imaging. Students are introduced to a range of media production equipment and techniques, including: The history of design, computer graphics, illustration and new media; Issues in visual studies; Image composition, framing, and layout; Typography and text/image relationships; and Basic imaging and vector based illustration software.

**IMA75200 - Emerging Media II**
Credits: 3
This hands-on class covers the skills to build basic, well-designed websites. Page layout, text formatting, image optimization and the presentation of multimedia on the web will be covered. The course presents technical material: HTML, CSS, JavaScript and corresponding software.

**IMA75400 - Adv Studio: Emerging Media**
Credits: 3
Provides students the opportunity to work on an advanced emerging media project and participate in group and individual critiques with MFA faculty. Particular emphasis will be on helping students prepare for the MFA Thesis Project. Students may repeat this Advanced Studio once with a different project.

**IMA76100 - Public Relations**
Credits: 3
A critical examination of the role of public relations in a democracy, including practice in public relations writing and campaigns.

**IMA76300 - Adv Interactive Expr**
Credits: 3
The production of websites incorporating animation, sound and video.

**IMA76500 - Interactive Installation**
Credits: 3
This hands-on class is an introduction to electronics, circuit building and the programming of microcontrollers for the production of interactive creative works that may include installation and art objects.

**IMA76700 - Physical Computing**
Credits: 3
This hands-on course is an introduction to electronics, circuit building and the programming of microcontrollers for the production of interactive creative works that may include installation and art objects. This hands-on class will introduce students to physical computing. Through a series of exercises, demonstrations and tutorials, students will gain a basic understanding of electronic hardware components, circuit design, input/output board construction and basic microcontroller programming. Students will also learn about the history of non-screen-based interactivity in Media Arts.

**IMA77100 - Media, Community Adv**
Credits: 3
A workshop that brings together students from Integrated Media Arts and Urban Affairs & Planning to create media about critical issues facing a particular neighborhood in New York City.

**IMA78001 - Media Activism**
Credits: 3
Media Activism

**IMA78005 - Multicamera Studio Workshop**
Credits: 3
Multicamera Studio Workshop

**IMA78007 - Animation Studio**
Credits: 3
Animation Studio

**IMA78009 - Creating Non-Fic Virt Reality**
Credits: 3
Creating Non-Fiction Virtual Reality

**IMA78011 - Dirctng Prac Script to Screen**
Credits: 3
Directing Practice from Script to Screen

**IMA78013 - Audio Narratives**
Credits: 3
Audio Narratives

**IMA75100 - Documentary 1**
Credits: 3
This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.

**IMA75300 - Documentary II**
Credits: 3
This workshop guides students through the process of producing and filming a documentary video project. Course work includes researching an idea, writing a proposal and script, developing interview subjects and/or situations for filming, and budgeting, scheduling and shooting the documentary project.

**IMA76200 - Interactive Expression**
Credits: 3
A critical examination of the role of public relations in a democracy, including practice in public relations writing and campaigns.

**IMA76400 - 3D Animation and Modeling**
Credits: 3
This hands-on course focusing on the current state of interactive media in a collaborative environment. Students will create projects integrating video, sound and text exploring design concepts and using sensors for real-time interactivity.

**IMA76600 - 3D Virtual Environments**
Credits: 3
An introduction to fundamental skills and creative approaches for the development of computer generated 3D interactive virtual environments.

**IMA76800 - Nonlinear Storytelling**
Credits: 3
This class is a workshop that explores different forms of nonlinear narrative while providing a space for students to practice their own development of stories for nonlinear forms.

**IMA78000 - Special Topics Seminar**
Credits: 3
Rubric for occasional or experimental courses.
# Hunter College

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<tr>
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<tbody>
<tr>
<td>IMA78018</td>
<td>Interactive Video</td>
<td>3</td>
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<tr>
<td>IMA78020</td>
<td>History of New Media</td>
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<tr>
<td>IMA78024</td>
<td>Psychogeography</td>
<td>3</td>
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<tr>
<td>IMA78026</td>
<td>Media &amp; Policy/Digital Age</td>
<td>3</td>
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<tr>
<td>IMA78029</td>
<td>Disease &amp; Disaster</td>
<td>3</td>
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<tr>
<td>IMA78031</td>
<td>Soc Problems Media &amp; Culture</td>
<td>3</td>
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<td>IMA78034</td>
<td>Public Health &amp; Documentary</td>
<td>3</td>
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<tr>
<td>IMA78036</td>
<td>Sp Tp Studio Practice</td>
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<td>IMA78038</td>
<td>Keeping Time</td>
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<tr>
<td>IMA78040</td>
<td>Narrative Short Workshop</td>
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<td>IMA78043</td>
<td>Neighborhood News</td>
<td>3</td>
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<td>IMA78045</td>
<td>3D Modeling &amp; Composit</td>
<td>3</td>
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<tr>
<td>IMA78046</td>
<td>Culture Jamming</td>
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<td>IMA78050</td>
<td>Archival Media &amp; Aesthetics</td>
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<td>IMA78053</td>
<td>Interactive Media Pro</td>
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<td>IMA78055</td>
<td>On-Line Journalism</td>
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<tr>
<td>IMA78058</td>
<td>Inves Video Rptg Child Welfare</td>
<td>3</td>
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<tr>
<td>IMA78060</td>
<td>Urban Investigative Reporting</td>
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<tr>
<td>IMA78063</td>
<td>Socially Engaged Gaming</td>
<td>3</td>
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<td>IMA78065</td>
<td>Language to be Looked At</td>
<td>3</td>
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<td>IMA78071</td>
<td>Live Art in Visual Environment</td>
<td>2</td>
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<td>IMA78073</td>
<td>Access Interference</td>
<td>3</td>
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<tr>
<td>IMA78075</td>
<td>Remix Culture: Theory &amp; Pract</td>
<td>3</td>
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<tr>
<td>IMA78080</td>
<td>Design Direction</td>
<td>3</td>
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<td>IMA78019</td>
<td>Play Culture</td>
<td>3</td>
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<td>IMA78023</td>
<td>Hypermedia Cities</td>
<td>3</td>
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<td>IMA78025</td>
<td>Media &amp; Public Sphere</td>
<td>3</td>
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<tr>
<td>IMA78027</td>
<td>Soc Inequality &amp; Med</td>
<td>3</td>
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<td>IMA78030</td>
<td>Media &amp; Law</td>
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<td>IMA78032</td>
<td>New Directions in Documentary</td>
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<td>IMA78035</td>
<td>Graphic Novel</td>
<td>3</td>
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<td>IMA78037</td>
<td>Re-Enactment in Documentary</td>
<td>3</td>
</tr>
<tr>
<td>IMA78039</td>
<td>Augmented Reality</td>
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IMA78083 - The Anti-Documentary
Credits: 3
The Anti-Documentary

IMA78086 - Motion Graphics
Credits: 3
Motion Graphics

IMA78089 - Performing Sound and Visuals
Credits: 3
Performing Sound and Visuals

IMA78092 - Queer Audience
Credits: 3
Queer Audience

IMA78094 - Color Aesthetics, Theory & Practice
Credits: 3
Color Aesthetics, Theory and Practice

IMA78096 - Publicity and Society
Credits: 3
Publicity and Society

IMA78100 - Collaborative Media Project
Credits: 3
Collaborative Media Project

IMA78201 - New Currents in Documentary
Credits: 3
New Currents in Documentary

IMA78203 - Special Topics: Socially Engaged Games
Credits: 3
Socially Engaged Games

IMA78300 - Integrated Tools and Technologies Workshop
Credits: 1
An intensive hands-on workshop training students in the tools and technology of integrated media arts. Requirements will vary depending on the specific workshops being offered.

IMA78302 - Integrated Tools and Technologies Workshop: Light
Credits: 1
This course introduces students to the fundamentals of lighting for electronic field production.

IMA78304 - Mutable Narrative and Interactive Storytelling
Credits: 1
Mutable Narrative and Interactive Storytelling

IMA78306 - Taking a Documentary Detour
Credits: 1
Taking a Documentary Detour

IMA78308 - DIY Augmented Reality
Credits: 1
DIY Augmented Reality

IMA78310 - Alternative Video Image Processing
Credits: 1
Alternative Video Image Processing

IMA78312 - Non-Representational Spatial Sound Composition
Credits: 1
Non-Representational Spatial Sound Composition

IMA78314 - Sound Editing
Credits: 1
Sound Editing

IMA78316 - Editing in Premiere
Credits: 1
Editing in Premiere

IMA78318 - Public Humanities: Digital Media Artists
Credits: 1
Public Humanities for Digital Media Artists

IMA78320 - Film as Collaborative Art
Credits: 1
Film as Collaborative Art

IMA78322 - Social Media Storytelling
Credits: 1
Social Media Storytelling

IMA78324 - Reimagining the Family Album
Credits: 1
Reimagining the Family Album

IMA78084 - Documentary as Pedagogy
Credits: 3
Documentary as Pedagogy

IMA78087 - Digital Resistance
Credits: 3
Digital Resistance

IMA78091 - Studio
Credits: 3
Studio

IMA78093 - Hybrid Documentary
Credits: 3
Hybrid Documentary

IMA78095 - Rights and Revisions
Credits: 3
Rights and Revisions

IMA78099 - Analytical Seminar
Credits: 3
Analytical Seminar

IMA78200 - Special Topics in Integrated Media Art
Credits: 3
A four-hour, three credit rubric for analytical and production courses that explore special topics in Integrated Media Arts.

IMA78201 - Third Cinema
Credits: 3
Third Cinema

IMA78204 - Documenting Histories - Asia
Credits: 3
Documenting Histories - Asia, Asian America

IMA78301 - Integrated Tools and Technologies Workshop: Sound
Credits: 1
This course introduces students to the fundamentals of field and studio audio recording for documentary production.

IMA78303 - Integrated Tools and Technologies Workshop: HD Cine
Credits: 1
This course introduces students to the fundamentals of HD cinematography for narrative and documentary filmmaking.

IMA78305 - Radicalizing the Local
Credits: 1
Radicalizing the Local

IMA78307 - Working with Non-Pro Actors
Credits: 1
Working with Non-Pro Actors

IMA78309 - Site-Responsive Narrative Media
Credits: 1
Site-Responsive Narrative Media

IMA78311 - Hypertexts & Cross-Media Narratives in Multi-Platform Storytelling
Credits: 1
Hypertexts and Cross-Media Narratives in Multi-Platform Storytelling

IMA78313 - Premiere Editing
Credits: 1
Premiere Editing

IMA78315 - Editing with Pro Tools
Credits: 1
Editing with Pro Tools

IMA78317 - Director's Eye-Visual Storytelling
Credits: 1
The Director's Eye-Visual Storytelling

IMA78319 - Choreographing Camera & Sound
Credits: 1
Choreographing Camera and Sound

IMA78321 - Interactive Visuals Max/MSP
Credits: 1
Special Topics: Interactive, Reactive Visuals with Max/MSP

IMA78323 - Conversational Interfaces to Augment Storytelling
Credits: 1
Conversational Interfaces to Augment Storytelling

IMA78325 - immersive & Participatory Live Performance
Credits: 1
Immersive and Participatory Live Performance
IMA78326 - 16mm Alternative Processing
Credits: 1
16mm Alternative Processing

IMA78328 - Performing the Internet
Credits: 1
Performing the Internet

IMA78330 - Sonic Ephemera & Aesthetic
Credits: 1
Sonic Ephemera and Aesthetic of Malfunction

IMA78332 - A Hybrid Media Perform Wrkshp
Credits: 1
Day Residue: A Hybrid Media and Performance Workshop

IMA78334 - Fundraising for Film
Credits: 1
Fundraising for Film: Taking a Strategic Approach & Mastering the Art of Grant Writing

IMA78336 - Devised Performance
Credits: 1
Devised Performance

IMA78340 - Time Square Red & Blue
Credits: 1
Times Square Red, Times Square Blue - Site Sound Process and Place

IMA78342 - Nonfic Storytell Digital Platf
Credits: 1
Non-Fiction Storytelling for Digital Platforms

IMA78344 - Grantwriting for NonFict Media
Credits: 1
Grantwriting for Nonfiction Media

IMA78346 - Immediate Site: Requiem
Credits: 1
Immediate Site: Requiem

IMA78366 - Color Corr DaVinci Resolve
Credits: 1
Color Correction with DaVinci Resolve

IMA78368 - Sound Design for Filmmakers
Credits: 1
Sound Design for Filmmakers

IMA78370 - History from the Bottom Up
Credits: 1
History from the Bottom Up: Oral History & Deep Listening

IMA78372 - Data Bodies
Credits: 1
Data Bodies: Procedural Aesthetics

IMA78900 - Independent Study
Credits: 3
A 3 credit rubric for student’s independent study.

IMA79001 - Independent Study: Lighting
Credits: 1
Independent Study: Lighting

IMA79003 - InStNd Recording
Credits: 1
Independent Study: Sound Recording

IMA79200 - Interdisciplinary Research
Credits: 3
Rubric for student's interdisciplinary research elective.

IMA79516 - Tchng Pract/Visions
Credits: 3
Tchng Pract/Visions

IMA79552 - Adv Studio: Words
Credits: 3
Adv Studio: Words

IMA78327 - Algorithmic Disobedience
Credits: 1
Algorithmic Disobedience

IMA78329 - Creating Audio Walks w/Detour
Credits: 1
Creating Audio Walks with Detour

IMA78331 - Alt Darkrm Processes for Film
Credits: 1
Alternative Darkroom Processes for Film

IMA78333 - Cinematographic Storytelling
Credits: 1
Cinematographic Storytelling

IMA78335 - Improvisatory Audiovisuals
Credits: 1
Improvisatory Audiovisuals: Non-Restrictive Approaches to Making Live Visuals and Sounds in Collaborative Performance

IMA78337 - New Media Storytlg & Map Strat
Credits: 1
New Media Storytelling and Mapping Strategies for Community Collaboration

IMA78339 - Analog Expr Time Based Media
Credits: 1
Analog Experiments in Time Based Media

IMA78341 - Neverending Story
Credits: 1
Neverending Story

IMA78343 - Sound Postproduction
Credits: 1
Sound Postproduction

IMA78345 - Immediate Site: Homeworks
Credits: 1
Immediate Site: Homeworks

IMA78365 - Crit Wrtng Skills for Artists
Credits: 1
Critical Writing Skills for Artists

IMA78367 - Sounds of a Revolution
Credits: 1
Sounds of a Revolution

IMA78369 - Poetry & Film Workshop
Credits: 1
Frames & Stanzas - Poetry & Film Workshop

IMA78371 - TV Studio Production
Credits: 1
TV Studio Production

IMA78800 - MFA Thesis Project
Credits: 3
This capstone project must be completed satisfactorily before graduation. It includes an advanced creative work, a written component, a thesis defense, and exhibition of the work in the Thesis Show. Students meet individually with a Primary Thesis Advisor from the department’s permanent faculty, along with periodic consultations with secondary and tertiary advisors. The Thesis Project must integrate elements from across the Program’s production curriculum and incorporate a critical component.

IMA79000 - Independent Study
Credits: 3
Rubric for student's independent study.

IMA79002 - Ind Study :Cinematography
Credits: 1
Independent Study: Cinematography

IMA79100 - Independent Study
Credits: 3
Rubric for student’s independent study.

IMA79515 - Teaching Pract/Words
Credits: 3
Teaching Pract/Words

IMA79517 - Tchng Pract/Channels
Credits: 3
Tchng Pract/Channels

IMA79553 - Adv Studio: Words
Credits: 3
Adv Studio: Words
### Hunter College

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<td>Adv Studio: Channels</td>
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<td>Advanced Studio: Visions</td>
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<td>Adv Studio: Channels</td>
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<td>Ital Lit:Orig-13 C</td>
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<td>ITAL71300</td>
<td>Dante's Purgatorio</td>
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<td>Petrarch's Poetry in Motion</td>
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<td>Prose Works of Dante</td>
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<td>Machiavelli</td>
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<td>ITAL72400</td>
<td>Lorenzo De Medici</td>
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<td>ITAL72600</td>
<td>Italian Theatre I</td>
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<td>Pre Resorgimento Per</td>
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<tr>
<td>ITAL76400</td>
<td>Modern Ital Poetry</td>
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In this first part of a required two-course MFA capstone thesis sequence, students work individually with their primary thesis advisors to conceptualize, research, and develop an original creative thesis project. Students shape a practical and expressive project plan and produce the requisite preproduction elements needed to support the production of the thesis project the following semester.

The Thesis Extension is a continuation of thesis production for students who need additional time to complete their thesis project. This course can be taken twice for credit. Approval of Thesis Advisor and Program Director required.

### Hunter College

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<td>ITAL76500</td>
<td>Croce &amp; His Contemporaries</td>
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ITAL79100 - History of Italian Theatre
Credits: 3
History of Italian Theatre
ITAL79310 - Modern Italian Lyric
Credits: 3
Modern Italian Lyric
ITAL79320 - Sp Top: The Baroque
Credits: 3
Sp Top: The Baroque
ITAL79330 - Sp Tpc: Novella Genre
Credits: 3
Sp Tpc: Novella Genre
ITAL79350 - Dante’s Pragto & Int Par
Credits: 3
Dante’s Purgatorio and an Introduction to the Paradiso
ITAL79370 - How to Read & Interpret Ital Lit
Credits: 3
How to Read & Interpret Italian Literature: From Torquato Tasso to Umberto Eco
ITAL79372 - Tasso’s Melancholy in Euro Per
Credits: 3
Tasso’s Melancholy in European Perspective
ITAL79900 - Thesis Seminar
Credits: 3
Thesis Seminar
LAT70100 - Lit of Early Republic
Credits: 3
Selections from authors of the early republic.
LAT70200 - Literature of Early Republic
Credits: 3
Selections from authors of the early republic.
LAT70400 - Literature of the Late Empire
Credits: 3
Selections from authors of the late empire.
LAT70600 - Cicero
Credits: 3
Selections from the orations, philosophical treatises, and letters of Cicero.
LAT70800 - Supervised Reading
Credits: 3
Independent reading in individual Roman authors or particular literary genres supervised by a faculty member. Prior approval of graduate director required. May be taken twice for credit.
LAT70900 - Latin Composition
Credits: 3
History of the Latin language, including analysis of Latin grammar and syntax. Translation of short passages from English into Latin.
LAT71001 - The Roman Army
Credits: 3
A survey of the Roman Army in Latin from a variety of sources.
Hunter College

LAT72700 · Speaking & Writing Latin
Credits: 3
Speaking & Writing Latin

LATED71300 · Mthd 2: Tch Dvr Lrn Lr
Credits: 2
Familiarizes prospective teachers of grades 7-12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Innovative uses of technology, development of instructional units, individualizing for students with special needs, exploring aspects for a student-centered classroom will be emphasized.

LATED74100 · Spvd Pract Itcgh Ltr
Credits: 3
Spvd Pract Itcgh Ltr

LATED74120 · Prac: Latin Gr 10-12
Credits: 2
Supervised practicum in the teaching of Latin in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 741.20 must also take either LATED 751.10 or LATED 741.10.

LATED75110 · Stu Teaching in Latin: Gr 7-9
Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who enroll in LATED 751.10 must also complete LATED 751.20 or LATED 741.20.

LING70100 · Intro to Gen Ling I
Credits: 3
The study of the basic components of linguistics and their applications to language teaching and first- and second-language literacy. Required of students in Programs One, Two, and the Adult Program.

LING70200 · Analysis & Struct of Engl 1
Credits: 3
This is the first course in a two-course sequence offering an in-depth treatment of the various aspects English language knowledge needed for the teaching of English through the various content areas (math, science, social studies, literature) to English language learners. It lays the groundwork in English language knowledge and analysis for teachers of P-12 ESL. Requires 15 hours of field experience.

LING74100 · Old French
Credits: 3
Old French

LING75600 · Int: Indoor Comp Gra
Credits: 3
Int: Indoor Comp Gra

LING77400 · Thy Rich Sla & Lrng
Credits: 4
Theory and Research in Second Language Acquisition and Learning

LATED72000 · Methods 1: Teaching Latin
Credits: 3
Familiarizes prospective teachers of grades 7-12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Emphasis on close work with the design and evaluation of classroom lessons and materials in the context of national and state standards.

LATED73100 · Adv Sup. Stud. Tchng
Credits: 5
Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 741.10 must also take either LATED 751.20 or LATED 741.20.

LATED74150 · Supervised Teaching Latin (KC)
Credits: 4
Full-semester culminating clinical experience with placements in partner schools. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. NOTE: Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 741.10 must also complete LATED 751.10 or LATED 741.10.

LING70200 · Anlys & Struc of Eng
Credits: 4
Anlys & Struc of Eng

LING75500 · Int: Indoor Comp Gra
Credits: 3
Int: Indoor Comp Gra

LING77300 · Instruct Sec Lang Acquisn (KC)
Credits: 3
This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research. This course requires 15 hours of field experience. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

LING77551 · Spec Studies in Ling
Credits: 3
Spec Studies in Ling

LING77550 · Intro: Indoor Comp Gra
Credits: 3
Intro: Indoor Comp Gra

LING77300 · Instruct Sec Lang Acquisn (KC)
Credits: 3
This course provides an overview of current theory, research, and practice in second language acquisition and learning. Pedagogical implications and applications for English language learning particularly through instruction are emphasized. Teachers are introduced to research methodologies and conduct classroom-based research. This course requires 15 hours of field experience. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

LING77551 · Spec Studies in Ling
Credits: 3
Spec Studies in Ling

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<td>Mathematical Logic</td>
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<td>Topics in dynamical systems and chaos</td>
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<td>MATH65100</td>
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<td>Selected topics in advanced linear algebra</td>
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<td>Linear Algebra</td>
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MATH74100 - Functional Analysis
Credits: 3
Functional Analysis

MATH74300 - Ordin Differ Eqs
Credits: 3
Ordin Differ Eqs

MATH74600 - Real Variables 1
Credits: 3
Real numbers, Lebesque measure, metric and lp spaces, general measure and integration theory.

MATH75000 - Calculus on Manifold
Credits: 3
Calculus on Manifold

MATH75200 - Algebraic Topology
Credits: 3
Algebraic Topology

MATH77250 - Topics in Geometry
Credits: 3
Topics in Geometry

MATH77400 - Independent Study
Credits: 1
Independent Study

MATH77600 - Independent Study
Credits: 2
Independent Study

MATH77800 - Independent Study
Credits: 3
Independent Study

MATH78500 - Advanced Numerical Methods
Credits: 3
Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial Interpolation, numerical integration and collocation method.

MATH79501 - Analysis Partial Diff Equation
Credits: 3

MATH79552 - Algebraic Topology
Credits: 3
Algebraic Topology

MATH79554 - Numerical Analysis
Credits: 3
Numerical Analysis

MATH79556 - Advanced Numerical Methods II
Credits: 3
Advanced Numerical Methods II

MATH79559 - Combinatorics
Credits: 3
Combinatorics

MATH79562 - Stochastic Optimization:Com Sm
Credits: 3
Stochastic Optimization By Computer Simulation

MATH79564 - Synchronizing Automata
Credits: 3
Synchronizing Automata

MATH7957 - Nonparametric Statistics
Credits: 3
Nonparametric Statistics

MATH79595 - Topics:Geometric Function Ther
Credits: 3
Topics in geometric function theory. Possible topics may cover hyperbolic geometry, dynamical systems, the theory of Riemann surfaces and complex function theory.
The course covers the definition and examples of differentiable manifolds, vector fields and differential forms on manifolds, integration on manifolds, and introduction to Riemannian geometry-metrics, connections, covariant differentiation and the Riemann curvature tensor.

This course is an extension of MLS 63500 and MLS 63600. Students continue to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.

This course allows students to apply acquired didactic material in a supervised clinical practice setting. Students are assigned microscopic screening assignments and expected to detect, select and appropriately mark cellular findings most representative of a pathologic process, if present. Students will correlate microscopic findings with clinical information, past history and concurrent histologic specimens and compose a preliminary cytologic interpretation using an established system of terminology. Students are assigned to licensed cytotechnologists who re-screen their slides and provide immediate feedback regarding performance.
MLS64000 - Exfoliative Cytopathology 1
Credits: 2
This course provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the respiratory and gastrointestinal tracts. Students will learn how to assess respiratory and gastrointestinal specimens for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

MLS64400 - Research Methods 1
Credits: 1
Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

MLS64600 - Research Methods 2
Credits: 1
This course is a continuation of MLS 64700 and provides more in depth instruction in laboratory safety and additional hands-on experience in cytopreparation. Students learn established cytopreparatory techniques such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

MLS65000 - Fine Needle Aspiration Cyto I
Credits: 2
This course provides instruction in the principles of fine needle aspiration cytopathology of the lung, mediastinum, breast, thyroid, salivary gland and lymph nodes. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

MLS65200 - Cyto Lab Mgmt & Ops
Credits: 1
Cytology Laboratory Management and Operations

MLS70100 - Emerging Lab Technol
Credits: 3
Emerging Lab Technol

MLS72000 - Risk Mgmt for the Biomed Lab
Credits: 3
The biomedical lab must manage risk from diverse origins, including lab/medical hazards, government oversight, and fiscal sources similar to any business entity. This case based course will explore each of these with model interventions.

MLS77025 - Topics: Biohazards & Emer Resp
Credits: 3
Topics: Biohazards and Emergency Response

MUS64300 - Woodwinds
Credits: 1
Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

MUS64700 - Percussion
Credits: 1
Percussion

MUS65100 - Conducting
Credits: 1
Conducting

MUS68100 - Priv Instruction: Instr/Voice
Credits: 1
For students not concentrating in performance.

MUS68200 - Priv Instruction: Instr/Voice
Credits: 1

MUS64100 - Exfoliative Cytopathology 2
Credits: 2
This course provides instruction in the principles of non-gynecologic exfoliative cytopathology including basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology (e.g., infections, inflammation and benign and malignant neoplasms) of the urinary tract, body cavities and central nervous system. Students will learn how to assess specimens from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

MUS64500 - Research Methods 3
Credits: 1
Students will explore cytopathology research in the scientific literature. They will learn basic principles of experimental design, laboratory techniques and data collection and interpretation. They will gain experience in the evaluation and communication of the scientific literature through oral presentations and written exercises.

MUS64900 - Piano Skills Mus Tchrs
Credits: 1

MUS65100 - Fine Needle Aspiration Cyto II
Credits: 2
This course provides instruction in the principles of fine needle aspiration cytopathology of the liver, pancreas, kidney, adrenal glands, retroperitoneum, bone and soft tissue. Students will learn how to assess cytologic specimens procured from these sites for benign and abnormal cytologic findings and formulate preliminary and differential diagnoses.

MUS65400 - Cytopreparatory Techniques I
Credits: 3
This course provides instruction and hands-on experience in the basic principles of cytopreparation and applicable quality assurance and quality control activities. Students learn established cytopreparatory techniques, such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

MUS65600 - Cytopreparatory Techniques II
Credits: 1
This course provides instruction and hands-on experience in the cytopreparation process and quality control activities. Students learn established cytopreparatory techniques, such as smear preparation cytocentrifugation, pipetting, liquid-based processing, staining and coverslipping and how to identify and troubleshoot issues that may occur during specimen handling and processing.

MUS67800 - Wrkshop in Choral Mu
Credits: 1
Wrkshop in Choral Mu

MUS68400 - Woodwinds
Credits: 1
Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

MUS68500 - Brass
Credits: 1
Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

MUS68900 - Piano Skills Mus Tchrs
Credits: 1
Piano Skills Mus Tchrs

MUS69000 - Wrkshop in Choral Mu
Credits: 1
Wrkshop in Choral Mu

MUS69200 - Priv Instruction: Instr/Voice
Credits: 1
For students not concentrating in performance.

MUS69210 - Priv Instruction: Instr/Voice
Credits: 1
For students not concentrating in performance.
MUS68400 - Priv St Instr-Voice
Credits: 1
For students not concentrating in performance.

MUS70000 - Mus Biblio&Res Techn
Credits: 3
Study of sources and bibliographical methods as applied to musical material.

MUS71000 - The Hunter Symphony
Credits: 1
Rehearsal and performance of orchestral works.

MUS71200 - Chamber Music
Credits: 1
Rehearsal and public performance of instrumental chamber works. May be taken four times for credit.

MUS71500 - Jazz Ensemble
Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz and musical comedy. One public performance per semester. May be taken four times for credit.

MUS71700 - Piano Performance Class
Credits: 1
Seminar in performance for advanced piano students. Study and performance of representative works of piano repertoire. Individual attention to problems of public performance. May be taken four times for credit.

MUS71702 - Art of Transcription
This class is designed for piano majors. Explore the great and diverse art form of piano transcription, which is essentially the adaptation and arrangement of works for the piano that were originally intended for another medium. This practice became very popular in the eighteenth and nineteenth centuries as the piano itself increased in production and modernization, and a growing bourgeoisie sought to enjoy great symphonies and operas in their own homes. Study literal transcriptions that remain faithful to the original score as well as those where the work becomes transformed into something entirely new. Each student will learn a transcription suitable to his or her level of piano study.

MUS71800 - Opera Performance
Credits: 3
Preparation and performance of a fully staged opera.

MUS71801 - Opera Scenes
This course will explore many dimensions of vocal performance. In addition to performance and study of repertoire in a masterclass format, potential topics will include performance practice associated with different eras, exploration of particular genres, issues surrounding public performance and memorization.

MUS71803 - Creating Opera Workshop
Credits: 1
This course will explore many dimensions of vocal performance, and will focus on different special topics each semester, made explicit by a decimalization of the course number (e.g., MU-P 369.01), and the special topic designation as part of the course title. In addition to performance and study of repertoire in a masterclass format, potential topics will include performance practice associated with different eras, exploration of particular genres, issues surrounding public performance and memorization. Exact topics will vary each semester depending on student needs and interest.

MUS71805 - Oratorio: Arias and Ensembles
Credits: 1
Oratorio: Arias and Ensembles

MUS71807 - Opera Music Theater Workshop
Credits: 1
Opera Music Theater Workshop

MUS71901 - For Lang Dict: Singer
Credits: 1
For Lang Dict: Singer

MUS71903 - Percussion Methods: TEP
Credits: 1
Percussion Methods: Teacher Education Program

MUS71905 - Opera Characterization
Credits: 2
Opera Characterization

MUS71909 - Latin Amer Mus: Perf & Repert
Credits: 1
Latin American Music: Performance and Repertoire

MUS71910 - -

MUS71910 - For Lang Dict: Singer
Credits: 1
For Lang Dict: Singer

MUS71903 - Percussion Methods: TEP
Credits: 1
Percussion Methods: Teacher Education Program

MUS71905 - Opera Characterization
Credits: 2
Opera Characterization

MUS71909 - Latin Amer Mus: Perf & Repert
Credits: 1
Latin American Music: Performance and Repertoire

MUS72000 - Opera Performance
Credits: 3
Preparation and performance of a fully staged opera.
MUS72100 - Jazz and Popular Music Combos
Credits: 1
Study and performance within a small ensemble context of the popular music genres, such as Pop, Rock, HipHop, R & B, Country/Bluegrass, and Jazz.

MUS72500 - Adv. Studies in Music Theory II
Credits: 3
Analysis and theory of compositional styles from 1900 to the present.

MUS72951 - Contemp Comp Techn
Credits: 3
Contemporary Computer Technology

MUS72953 - Contemp Comp Techns
Credits: 3
Contemp Comp Techns

MUS73100 - Composition 1
Credits: 3
Fundamental musical materials and compositional techniques of the 20th century. Students will complete weekly compositional exercises, each emphasizing a specific technique.

MUS73152 - Composition
Credits: 3
Composition

MUS73154 - Composition
Credits: 3
Composition

MUS73156 - Composition
Credits: 3
Composition

MUS72200 - Composition II
Credits: 3
A continuation of the study of compositional techniques of the 20th century through reading, analysis, and practice. Students will complete several small works intended for performance.

MUS73600 - Computer Music
Credits: 3
Making music with computers using technologies such as MIDI sequencing, hardware synthesis, and digital audio. Promises and limitations of these tools.

MUS73900 - Jazz Improvisation
Credits: 3
This course will examine the improvisational techniques of various musical styles, with an emphasis on Jazz improvisation, through the analysis and performance of classic jazz improvisations, studying of chord/scale relationships, the performance of common phrases that define the jazz language, and the application of improvisational techniques such as thematic development and solo structure. Time will also be spent studying certain music theory topics necessary to the improvisational process.

MUS74002 - Analysis of Song Cycles
Credits: 3
Analysis of Song Cycles

MUS74007 - Composing for Film
Credits: 3
Composing for Film

MUS74051 - Sem: Music Theory
Credits: 3
Sem: Music Theory

MUS74053 - Sem: Music Theory & Analysis
Credits: 3
Sem: Music Theory & Analysis

MUS74055 - Comp for B'Way Stage
Credits: 3
Comp for B'Way Stage

MUS74057 - The Aria - Analysis
Credits: 3
The Aria - Analysis

MUS74059 - Adv. Cont. Harm.Tec1
Credits: 3
Adv. Cont. Harm.Tec1

MUS72400 - Adv. Music Theory 1
Credits: 3
Advanced contrapuntal techniques. Nineteenth-century chromatic harmony. Compositional styles from 1500 to 1900.

MUS72600 - Adv. Counterpnt & Fugue
Credits: 3
Adv. Counterpnt & Fugue

MUS72952 - Contemp Comp Techn
Credits: 3
Contemp Comp Techn

MUS73055 - Clu Sem: Music Drama
Credits: 3
Clu Sem: Music Drama

MUS73151 - Composition
Credits: 3
Composition

MUS73153 - Composition
Credits: 3
Composition

MUS73155 - Composition
Credits: 3
Composition

MUS73157 - Composition
Credits: 3
Composition

MUS73500 - Orchestration
Credits: 3
Study of the capabilities of musical instruments; analysis of orchestration techniques; arranging compositions for various instrumental combinations.

MUS73800 - Jazz Harmony and Arranging
Credits: 3
Study of jazz harmony and rhythm, jazz composition, and jazz arranging.

MUS74001 - Music Technology & Performance
Credits: 3
Music Technology and Performance

MUS74005 - Music, Meaning, and Emotion
Credits: 3
Special Topics in Music Theory: Music, Meaning, and Emotion

MUS74008 - Intro Persian Classical Music
Credits: 3
Introduction to Persian Classical Music is a new, fully online course that will emphasize the repertoire (Radif) and instruments within this tradition. This course will contain two parts: 1) theory: including the history and culture around Persian classical music and its basic structures, and 2) practice: recognizing and understanding the Persian classical modal systems through listening.

MUS74052 - Seminar: Music Theory Analysis
Credits: 3
Seminar: Music Theory Analysis

MUS74054 - Scoring Music for Film
Credits: 3
Scoring Music for Film

MUS74056 - Commercial Arranging
Credits: 3
Commercial Arranging

MUS74058 - Sem: Music Theory & Analysis
Credits: 3
Sem: Music Theory & Analysis

MUS74060 - Realizing Sound Syn
Credits: 3
Realizing Sound Syn
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<tr>
<th>Course Code</th>
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<tr>
<td>MUS74061</td>
<td>Understanding Sound Synthesis</td>
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<td>MUS74062</td>
<td>Analysis of Popular Music</td>
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<td>MUS74063</td>
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<td>MUS74064</td>
<td>Jazz Theory</td>
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<td>MUS74065</td>
<td>Jazz Improvisation</td>
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<td>MUS74066</td>
<td>Making Opera-Indisc</td>
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<td>MUS74067</td>
<td>Style &amp; Structure in 20th Century Music</td>
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<td>MUS74068</td>
<td>Composition for Performers</td>
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<td>MUS74069</td>
<td>Introduction to Ableton Live</td>
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<td>MUS74100</td>
<td>Introduction to Songwriting</td>
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<td>MUS74200</td>
<td>Seminar in Style Criticism</td>
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<td>MUS74202</td>
<td>Comic Romantic Opera</td>
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<td>MUS74213</td>
<td>Vocal Music of Vivaldi</td>
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<td>MUS74214</td>
<td>Seminar in Style Criticism</td>
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<td>MUS74215</td>
<td>The Handel Oratorios</td>
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<td>MUS74216</td>
<td>American Music</td>
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<td>MUS74217</td>
<td>Schoenh, Strav and Adorno</td>
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<td>MUS74218</td>
<td>Beethoven Symphonies</td>
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<td>Dance Music Baroque</td>
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<td>Sonata Forms</td>
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<td>Music of JS Bach</td>
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<td>MUS74222</td>
<td>Drama: Wagner and Brecht</td>
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<td>MUS74223</td>
<td>Ital Opera F Mon/Han</td>
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<td>MUS74224</td>
<td>Form and Fantasy</td>
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This class will be devoted to the Pocket Opera Project. The composers in the class will get an opportunity to set a short libretto to music. We will have at our disposal a number of singers and a chamber orchestra. The operas will be staged at the end of the semester.

This course will provide an opportunity for students to learn to compose original music with and without lyrics in the context of 20th and 21st century popular music song forms. The principles of composing melodies, creating chord progressions, writing lyrics, and structuring song form will be addressed throughout the semester. An analysis of the music and lyrics of significant songwriters will serve as musical examples. Additional time will be spent on improvisation, arranging techniques, music theory, computer notation and sequencing software, and the business of music.
MUS74300 - Adv Jazz Harmony & Arranging
Credits: 3
The study of advanced melodic, harmonic, and orchestration concepts commonly used in jazz and other related 20th century musical forms. Application through composition and arranging projects for small and large ensembles. Students with sufficient background in jazz harmony and arranging may register for this course with the permission of the graduate adviser without taking MUS 73800.

MUS75200 - Adv Stud Musicology 2
Credits: 3
Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

MUS76000 - Seminar in Musicology
Credits: 3
Problems in research and analysis in selected areas of musicology.

MUS76050 - Lrge Inst Works Bach
Credits: 3
Lrge Inst Works Bach

MUS76052 - Seminar in Music History
Credits: 3
Seminar in Music History

MUS76054 - Prob in 16C Inst Mus
Credits: 3
Prob in 16C Inst Mus

MUS76056 - Liturgical Drama
Credits: 3
Liturgical Drama

MUS76058 - The Classical Quartet
Credits: 3
The Classical Quartet

MUS76060 - Dev Mod Kbd Concerto
Credits: 3
Dev Mod Kbd Concerto

MUS76062 - Romantic Opera
Credits: 3
Romantic Opera

MUS76064 - Piano Music:Schmn-Schn
Credits: 3
Piano Music:Schmn-Schn

MUS76066 - Symph Fr Bthvn to Mah
Credits: 3
Symph Fr Bthvn to Mah

MUS76068 - Mus of 20th C:Revols
Credits: 3
Mus of 20th C:Revols

MUS76070 - Paris: 1870-1930
Credits: 3
Paris: 1870-1930

MUS76072 - 19th Century Italian Opera
Credits: 3
19th Century Italian Opera

MUS76074 - Music & Text - Baroque
Credits: 3
Music, Text, & Context in Baroque Music

MUS76076 - Exotic Local & National
Credits: 3
Exotic Local & National

MUS76078 - The Symphony
Credits: 3
The Symphony

MUS75100 - Adv Stud Musicology 1
Credits: 3
Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

MUS75300 - Ethno Transcription
Credits: 3
Critical examination and application of contemporary techniques to selected examples from various cultures.

MUS76020 - African-American Opera
Credits: 3
Topics in Opera Studies: African-American Composers

MUS76051 - Seminar in Music History
Credits: 3
Seminar in Music History

MUS76053 - Seminar in Music History
Credits: 3
Seminar in Music History

MUS76055 - Stravinsky Life and Time
Credits: 3
Stravinsky Life and Time

MUS76057 - The End of Classicism
Credits: 3
The End of Classicism

MUS76059 - Symbolism in the Renaissance
Credits: 3
Symbolism in the Renaissance

MUS76061 - The Madrigal
Credits: 3
The Madrigal

MUS76063 - Years Genius: 1826-28
Credits: 3
Years Genius: 1826-28

MUS76065 - Seminar in Music History
Credits: 3
Seminar in Music History

MUS76067 - Motet Fr Mid Age
Credits: 3
Motet Fr Mid Age

MUS76069 - Drama in Music to 1750
Credits: 3
Drama in Music to 1750

MUS76071 - Chamber Music
Credits: 3
Chamber Music

MUS76073 - Monteverdi and 2A Prat
Credits: 3
Monteverdi and 2A Prat

MUS76075 - History of Opera
Credits: 3
History of Opera

MUS76077 - Century Russian Mus 1835-1935
Credits: 3
A Century of Russian Music: 1835-1935

MUS76079 - Music in 19th Century France
Credits: 3
Most of the basic musical institutions of France were destroyed by the Revolution. What emerged was a musical environment highly sensitive to political trends and public taste, each a powerful but unpredictable force. This seminar looks at the music of the salons and the streets of Paris, grand opera and musical comedy, exoticism and nationalism, and the work of unique figures like Chopin, Berlioz, Liszt and Debussy.
MUS76080 - 20th C Music & Technology
Credits: 3
This course will examine how the history of music in the twentieth century was shaped by technology, from the first recording devices and the earliest electronic instruments through the use of digital media. The definition of technology will be broad and will also include unusual approaches to the making of music. The repertory of music studied will be similarly wide in range, encompassing both popular songs from the 1890s and the avant-garde explorations of the 1950s.

MUS76082 - The Concerto
Credits: 3
This course will focus on the concerto repertoire from late Baroque to contemporary examples, with emphasis on the extensive repertoire of the 18th and 19th centuries. Topics of form, genre, performance, and social context will be addressed.

MUS76084 - Women & Power in Mozart Operas
Credits: 3
Women and Power in Mozart's Operas

MUS76086 - Music and Disability
Credits: 3
In this course, we will examine the intersections of music and disability: how disability shapes the identity of a composer/performer, affects musical performance and composition, and is represented in music.

MUS77500 - Seminar in Ethnomusicology I
Credits: 3
A history of the discipline; the development of theories and methods; selected problems.

MUS77700 - Seminar Urban Ethnomusicology
Credits: 3
Major concepts and areas of research in urban ethnomusicology. Application of ethnomusical methods to individual field studies in New York City.

MUS77751 - Folk Music of U.S.A
Credits: 3
Folk Music of the United States

MUS77753 - Music of Middle East and India
Credits: 3
Music of Middle East and India

MUS77755 - Folk Music - Latin America
Credits: 3
Folk Music - Latin America

MUS77801 - Women and Music
Credits: 3
Women and Music

MUS77803 - Applied Ethnomusicology
Credits: 3
Applied Ethnomusicology

MUS77900 - World Music Education
Credits: 3
Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to pre-K-12 students.

MUS78200 - Priv Study Instr or Voice 1
Credits: 3
For Performance Concentrators.

MUS78400 - Priv Study Instr or Voice 2
Credits: 3
For Performance Concentrators.

MUS78600 - Priv Lessons in Composition 1
Credits: 3
Advanced individualized training in original music composition.

MUS78900 - Seminar in Music Performance
Credits: 3
Preparation, rehearsal, and performance of small and large ensemble works. Emphasis on researching and analyzing the music being studied. May be taken twice for credit.

MUS74081 - The Oratorio
Credits: 3
This course surveys the oratorio genre from ca. 1600 to 1900 through the study of selected repertory from the perspective of style analysis, socio-cultural history and performance practice. Repertory will range from standard pieces by Carissimi, Handel, Haydn, Mendelssohn, and Elgar to lesser-known pieces by Cavaleri, Marc-Antoine Charpentier, Schumann and others. Because of the genre’s unique aural emphasis on text and music at the expense of visual aspects like staging and acting, emphasis will be placed on the composer as an exegete, i.e. as a musical interpreter of the text and the drama. Although prior knowledge of foreign languages (Italian, French and German) is useful, it is not required for the course. Text and translations will be provided.

MUS74083 - Music in America
Credits: 3
Music in America

MUS74084 - Women & Power in Mozart Operas
Credits: 3
Women and Power in Mozart Operas

MUS74085 - Film Music: Aesthetics & History
Credits: 3
Film Music: Aesthetics and History

MUS74093 - Identity in Western Art Music
Credits: 3
Philosophies of Identity in Western Art Music

MUS77600 - Seminar in Ethnomusicology 2
Credits: 3
Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.

MUS77750 - African Music
Credits: 3
African Music

MUS77752 - Folk Music of Europe
Credits: 3
Folk Music of Europe

MUS77754 - Music of East Asia
Credits: 3
Music of East Asia

MUS77800 - World Music
Credits: 3
Specialized study of the music of a specific region or a current issue in ethnomusicology. Topics to be announced. More than one topics course may be allowed for the degree.

MUS77802 - African Music
Credits: 3
African Music

MUS77804 - Sound Ecologies
Credits: 3
Sound Ecologies

MUS78100 - Priv Study Instr or Voice 2
Credits: 3
For Performance Concentrators.

MUS78300 - Priv Study Instr or Voice 3
Credits: 3
For Performance Concentrators.

MUS78500 - Priv Lessons in Composition 1
Credits: 3
Advanced individualized training in original music composition.

MUS78700 - Priv Lessons in Composition 3
Credits: 3
Advanced individualized training in original music composition.

MUS78901 - Piano Literature 1
Credits: 3
Piano Literature 1

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MUS78902 - Piano Literature 2  
Credits: 3  
Piano Literature 2

MUS78951 - Piano Solo Chamber Music  
Credits: 3  
Piano Solo Chamber Music

MUS78952 - Analysis in Performance  
Credits: 3  
Analysis in Performance

MUS78953 - Music Interpretation  
Credits: 3  
Music Interpretation

MUS78954 - Performance Problems of Mozart  
Credits: 3  
Performance Problems of Mozart

MUS78955 - Baroque Performance Practice  
Credits: 3  
Baroque Performance Practice

MUS78956 - Performance Problems - Bach  
Credits: 3  
Performance Problems - Bach

MUS78957 - Mozart & Haydn Performance  
Credits: 3  
Mozart & Haydn Performance

MUS78958 - Beethoven Performance Practice  
Credits: 3  
Beethoven Performance Practice

MUS78959 - Advanced Performance Tech I  
Credits: 3  
Advanced Performance Technique I

MUS78960 - Seminar in Performance  
Credits: 3  
Seminar in Performance

MUS78961 - Beethoven Studies  
Credits: 3  
Beethoven Studies

MUS78962 - Requiem History & Performance  
Credits: 3  
Requiem History & Performance

MUS78964 - Conducting  
Credits: 3  
Conducting

MUS78966 - Beethoven & Beyond  
Credits: 3  
Beethoven & Beyond

MUS79100 - Independent Study  
Credits: 1  
Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

MUS79151 - Intr Notation Softwr  
Credits: 1  
Intr Notation Softwr

MUS79152 - Independent Study  
Credits: 1  
Independent Study

MUS79153 - Independent Study  
Credits: 1  
Independent Study

MUS79154 - Independent Study  
Credits: 1  
Independent Study

MUS79155 - Independent Study  
Credits: 1  
Independent Study

MUS79156 - Independent Study  
Credits: 1  
Independent Study

MUS79157 - Independent Study  
Credits: 1  
Independent Study

MUS79158 - Independent Study  
Credits: 1  
Independent Study

MUS79200 - Independent Study  
Credits: 2  
Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

MUS79251 - Independent Study  
Credits: 2  
Independent Study

MUS79252 - Independent Study  
Credits: 2  
Independent Study

MUS79253 - Independent Study  
Credits: 2  
Independent Study

MUS79254 - Independent Study  
Credits: 2  
Independent Study

MUS79255 - Independent Study  
Credits: 2  
Independent Study

MUS79256 - Independent Study  
Credits: 2  
Independent Study

MUS79257 - Independent Study  
Credits: 2  
Independent Study

MUS79300 - Independent Study  
Credits: 3  
Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

MUS79351 - Independent Study  
Credits: 3  
Independent Study

MUS79352 - Independent Study  
Credits: 3  
Independent Study

MUS79353 - Independent Study  
Credits: 3  
Independent Study

MUS79354 - Independent Study  
Credits: 3  
Independent Study

MUS79355 - Independent Study  
Credits: 3  
Independent Study

MUS79356 - Independent Study  
Credits: 3  
Independent Study

MUS79357 - Independent Study  
Credits: 3  
Independent Study
MUS79400 - Independent Study  
Credits: 4  
Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

MUS79451 - Independent Study  
Credits: 4  
Independent Study

MUS79452 - Independent Study  
Credits: 4  
Independent Study

MUS79453 - Independent Study  
Credits: 4  
Independent Study

MUS79454 - Independent Study  
Credits: 4  
Independent Study

MUS79455 - Independent Study  
Credits: 4  
Independent Study

MUS79456 - Independent Study  
Credits: 4  
Independent Study

MUS79457 - Independent Study  
Credits: 4  
Independent Study

MUS79900 - Thesis in Composition  
Credits: 3  
Individual study of composition under supervision.

MUS79800 - Mus Hist, Mus The or Ethnomus  
Credits: 3  
Individual research under supervision.

Credits: 3  
Hist & Porf. Pract.

MUS79800 - Independent Study  
Credits: 3  
Individual study of composition under supervision.

MUS67700 - Methods-Instrumental Mus  
Credits: 2  
Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.

MUS67800 - Methods of Teaching: Pre K-12  
Credits: 2  
Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.

MUSTH69300 - Keyboard Accompaniment  
Credits: 3  
Keyboard Accompaniment

NURS60400 - Nutrition in Aging  
Credits: 3  
Nutrition in Aging

NURS60600 - HIV Infection/Aids  
Credits: 3  
HIV Infection/Aids

NURS60400 - Nutrition in Aging  
Credits: 3  
Nutrition in Aging

NURS60N01 - Transl Stds & Regs to Practice  
Credits: 2  
Translating Standards & Regulations into Practice

NURS60N02 - Adv Syn of Psych Mtl Hth Nrs  
Credits: 2  
Advanced Synthesis of Psychiatric Mental Health Nurse Practitioner Knowledge & Practice

NURS61500 - Phys Assess Inf/Child  
Credits: 3  
Phys Assess Inf/Child

NURS61700 - Hlth Apprsl of Adult  
Credits: 3  
Hlth Apprsl of Adult

NURS64100 - Mat-Child Hth Nrs  
Credits: 3  
Mat-Child Hth Nrs

NURS64200 - Psycho-Bio Asp-Aging  
Credits: 3  
Psycho-Bio Asp-Aging

NURS64400 - Legal Issues in Nursing  
Credits: 3  
Legal Issues in Nursing

NURS64901 - Global Nursing  
Credits: 3  
Global Nursing

NURS64903 - Therap Mod in Couns  
Credits: 3  
Therap Mod in Couns

NURS64905 - Transdisciplinary Tmwork Hlthc  
Credits: 3  
Transdisciplinary Tmwork Hlthc

NURS69906 - Capstone Internship  
Credits: 3  
Capstone Internship

NURS69908 - Global Health Nursing  
Credits: 3  
Special Topics: Global Health Nursing

NURS69910 - Topics: Prim Care Child  
Credits: 2  
Topics: Prim Care Child

NURS69911 - Primary Care Nursing  
Credits: 1  
Primary Care Nursing

NURS69912 - Spanish Hth Care Providers  
Credits: 3  
Spanish for Health Care Providers

NURS69914 - Capstone Development  
Credits: 3  
Special Topics: Capstone Development
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<tr>
<th>Course Code</th>
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<td>NURS69921</td>
<td>Sym Mng: Pall Cr: Oncody</td>
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<td>NURS69951</td>
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<td>Personal Mgmt in Nursing Serv</td>
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<td>NURS69964</td>
<td>Access Child Bearing Women</td>
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<td>Oncological Nursing</td>
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<td>NURS69974</td>
<td>Hlth Appr X Life Spn</td>
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<td>NURS69976</td>
<td>Ther.Touch,Med,&amp;Imag</td>
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<tr>
<td>NURS69977</td>
<td>Topics:Compl.Mod.Hlt</td>
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<tr>
<td>NURS69978</td>
<td>Presents Therapeutic Touch, meditation, and imagery as modalities in health patterning for nursing using Rogers' Science of Unitary Human Beings as the theoretical framework.</td>
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<td>NURS69980</td>
<td>Examines the science of wholeness emerging across disciplines as a basis for integrative approaches to health. Presents a survey of major modalities and health applications.</td>
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<td>NURS69981</td>
<td>Nat of Health &amp; Heal</td>
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<td>NURS69982</td>
<td>Nat of Health &amp; Heal</td>
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Hunter College

NURS69995 - Trans Death Healthcare
Credits: 3
Trans Death Healthcare

NURS69997 - Intrdsp Diabetes Mgmt
Credits: 3
Intrdsp Diabetes Mgmt

NURS69998 - Interd Diabetes Prev
Credits: 3
Interd Diabetes Prev

NURS70000 - Theo Founda of Nursing Science
Credits: 3
Analysis of nursing models and theories through systematic exploration of concepts as articulated in the extant works of major theorists. Specification of the interrelationships of theory, research, and practice. Discussion of advanced practice roles.

NURS70100 - Assess Meas Eval Nursing Ed
Credits: 3
Various methods of assessment and evaluation of learning will be addressed within a nursing context.

NURS70200 - Advanced Nursing Research
Credits: 3
Advanced Nursing Research

NURS70300 - Epidemiology of Aging
Credits: 3
Epidemiology of Aging

NURS70400 - Healthcare Systems and Policy
Credits: 3
Healthcare Systems and Policy

NURS70500 - Epid Biostat--Aging
Credits: 2
Epid Biostat--Aging

NURS70600 - Rehab For A.D.L.
Credits: 3
Rehab For A.D.L.

NURS70700 - Nursing Pole W/HIV Dis
Credits: 3
Analysis and evaluation of nursing strategies at the level of secondary prevention with persons who are HIV-positive in order to assist them to maintain optimal levels of wellness.

NURS70800 - Nursing of Persons with AIDS
Credits: 3
Analysis and evaluation of nursing strategies at the level of tertiary prevention with persons with AIDS in order to assist them to maintain and restore health.

NURS70900 - Envir Influ Fetus
Credits: 3
Envir Influ Fetus

NURS71000 - Bio-Beh Pat Ad:Nsg 1
Credits: 3
Bio-Beh Pat Ad:Nsg 1

NURS71100 - Bio-Beh Pat Ad:Nsg 2
Credits: 3
Bio-Beh Pat Ad:Nsg 2

NURS71200 - Bio-Beh Pat Ad:Nsg 3
Credits: 3
Bio-Beh Pat Ad:Nsg 3

NURS71300 - Pract Biol Beh III
Credits: 3
Practical Biological Behavior III

NURS71400 - Physical Assess Inf/Child
Credits: 3
Physical Assess Inf/Child

NURS71500 - Adv Phar:Inf/Ch/Adol
Credits: 3
Adv Phar:Inf/Ch/Adol

NURS71600 - Informatics Evd-Based Practice
Credits: 3
This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

NURS71700 - Adv Pathophysiology Practice
Credits: 3
Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS71900 - Psychopharmacology
Credits: 3
This course prepares a psychiatric mental health nurse practitioner (PMHNP) to provide pharmacological management of individuals suffering from mental and behavioral disorders. This course provides: 1) current pharmacological concepts; 2) standards of practice; 3) clinical guidelines to select an appropriate medication plan; 4) evidenced-based practice; and 5) safety and continuous quality improvement guidelines by evaluating and documenting patient response, and modifying the plan as necessary, as well as documenting the same.

NURS72000 - Psy-Beh Pat Ad Nsg 1
Credits: 3
Psy-Beh Pat Ad Nsg 1

NURS72100 - Psy-Beh Pat Ad Nsg 2
Credits: 3
Psy-Beh Pat Ad Nsg 2

NURS72300 - Psa Psy Beh Pat Nsg 3
Credits: 3
Psa Psy Beh Pat Nsg 3

NURS72500 - Adv Pract:Chldrns/Fam
Credits: 3
Adv Pract:Chldrns/Fam

NURS72900 - Pract Pnp-Cns
Credits: 3
Pract Pnp-Cns

NURS73000 - Inst Design Nursing Education
Credits: 3
Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

NURS73200 - Adv Prac Mat/Child
Credits: 5
Adv Prac Mat/Child

NURS73300 - Adv Pr Nsg Mat-Child
Credits: 5
Adv Pr Nsg Mat-Child

NURS73400 - Adv Pract Cb Fam&Chdn
Credits: 3
Adv Pract Cb Fam&Chdn

NURS73500 - Adv Prac Cb Cns
Credits: 4
Adv Prac Cb Cns

NURS73600 - Adv Pract Biol Cns
Credits: 5
Adv Pract Biol Cns

NURS73700 - Practicum in Nursing Education
Credits: 4
Precepted-supervised practicum emphasizing utilization of practice-related role of nurse educator and application of theoretical formulations in educational settings in nursing.
NURS73400 - Writing, Commn & Healing
Credits: 3
This course provides learners with opportunities to improve their writing skills; to increase their confidence in their expressive ability; to produce a clear, publishable paper; to communicate more effectively; and to explore the use of reflective writing as a healing method.

NURS73600 - Trauma Nursing: First 72 Hours
Credits: 3
This course provides specialized content on the assessment, management and prevention of complications in the multiple trauma patient in the first 72 hours.

NURS74000 - Leadership & Management 2
Credits: 5
Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

NURS74300 - Adv Pr Nsg Psy-Nh 2
Credits: 3
Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

NURS74500 - Leadership & Management III
Credits: 5
Capstone Seminar for the MS/MPA in Nursing Administration.

NURS74700 - Adv Neuroanat & Neuophysio
Credits: 3
This course provides a basis for advanced knowledge of neuroanatomy and neurophysiology of the human brain and its complex functioning in relation to human behavior. Psychiatric and mental health disorders will be included.

NURS74900 - Health Promo/Disease
Credits: 3
Health Promotion/Disease Prevention in Diverse Populations

NURS75000 - Advanced Pharmacotherapeutics
Credits: 3
Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products for individuals across the lifespan are analyzed. Course integrates knowledge from nursing science. Meets NYS prescription writing requirements for nurse practitioners.

NURS75100 - Advanced Health Assessment
Credits: 3
Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies throughout the lifespan.

NURS75400 - Ps-So Beh Pat Old Ad
Credits: 3
Integration of the theoretical foundations of biological, psychological, social, and cultural patterns of aging that form the assessment data base for the case management of older adults, families, and communities.

NURS75500 - Primary Care Nursing I
Credits: 6
This is the first in a series of three sequential courses focusing on primary care of older adolescents through older adults, including the frail elderly. This series will use a systems-based approach, building upon previous knowledge and adding increasing complexity over the course of three semesters. Using a science-based framework, this first course emphasizes the use of standard guidelines and screenings for health promotion, disease prevention, diagnostic reasoning, and diagnosis and management, of the most common diagnoses in primary care. A supervised practicum, with a focus on primary care, provides opportunities for application of clinical concepts in actual practice.

NURS75700 - Primary Care Nursing II
Credits: 6
This is the second in a series of three sequential courses, using a systems-based approach, focusing on the care of patients in primary care. This course builds upon previous knowledge and further integrates the management of selected common acute and chronic health problems of increasing complexity, in older adolescents, adults and older adults in various settings and in collaboration with other members of the healthcare team. Age and population-focused guidelines and tools for screening and management of diagnoses are incorporated to assist the student in the development of comprehensive management plans, including palliative and end of life care. A supervised practicum, with a focus on primary care, provides opportunities for application of clinical concepts in actual practice.
psychiatric disorders.

This course advances the psychiatric-mental health nurse practitioner role expectations of adult-geriatric clinical nurse specialists are synthesized.

This course provides an introduction to family and group theories and therapeutic modalities for advanced practice psychiatric mental health NPs working with clients across the lifespan.

This course advances the psychiatric-mental health nurse practitioner (PMHNP) student’s competency in assessing, diagnosis, and treating common psychiatric disorders.

This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

NURS77000 - Elderly W/Psychotic Behavior
Credits: 3
Elderly With Psychotic Behavior

NURS77500 - Community Health Assessment
Credits: 3
Provides Public Health Nurses with the skills to conduct a community health assessment identifying and addressing the needs of the community, focused on population health and on inter-professional teams.

NURS77700 - Adv Psych MH Asmt&Intv: Gen
Credits: 3
This course provides the basis for advanced knowledge of mental health issues including mental health assessment and treatment guidelines to diagnose, manage and treat individuals experiencing a range of complex mental health.

NURS77900 - Adv Prac Pri Care Ad
Credits: 3
Provides Public Health Nurses with the skills to conduct a community health assessment identifying and addressing the needs of the community; focused on population health and on inter-professional teams.

NURS77800 - Health Care Ethics
Credits: 3
Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS78000 - Psych Mh Np/Clinical Pract 1
Credits: 4.5
This course provides individualized experiential learning for students in psychiatric mental health care settings, with direct and indirect supervision by faculty and clinical preceptors. Students will learn and experience the entry level of direct care of the biological, social, cultural and spiritual dimensions of individuals suffering from mental and behavioral disorders. Experiential learning in variety of settings provides an opportunity for a student to learn how to conduct a comprehensive psychiatric evaluation, make a differential diagnosis, plan treatment and intervention.

NURS78200 - Psych Mh Np/Clinical Pract 1
Credits: 4.5
Provides specialized role and clinical knowledge, as well as practicum experience, needed to implement the diverse roles of the Adult Clinical Nurse Specialist (CNS) in a variety of settings with adult-geriatric patients.

NURS78600 - Adult-Ger Clin Nurs 1
Credits: 6
Provides specialized role and clinical knowledge, as well as practicum experience, needed to implement the diverse roles of the Adult Clinical Nurse Specialist (CNS) in a variety of settings with adult-geriatric patients.

NURS78700 - Elderly W/Psych Behavior
Credits: 3
Provides Community/Public Health Nurses with the skills to develop a grant proposal addressing the needs of a specific aggregate that could be submitted for funding. Integrate program evaluation strategies are integrated within the proposal.

NURS78800 - Primary Care Nursing III
Credits: 5
Provides extensive role and clinical knowledge, as well as practicum experience, needed to implement the diverse roles of the Adult Clinical Nurse Specialist (CNS) in a variety of settings with adult-geriatric patients.

NURS78900 - Psych Mh Np/Clinical Pract 1
Credits: 4.5
Provides specialized role and clinical knowledge, as well as practicum experience, needed to implement the diverse roles of the Adult Clinical Nurse Specialist (CNS) in a variety of settings with adult-geriatric patients.
NURS78300 - Adv Pallative Care Practice 2
Credits: 3.5
This course analyzes concepts and theories from the humanities, sciences, and nursing science that underpin the Psychiatric Mental Health Nurse Practitioner (PMHNP) role. The advanced nursing practice of the PMHNP draws heavily on knowledge from philosophy, psychology, sociology, psychiatry, and nursing. Theories such as human development, psychodynamic theory, cognitive, interpersonal, human needs, and health belief, the trans-theoretical model, and self-efficacy theory will be explored. Core concepts such as therapeutic relationship, transference, and countertransference, and Peplau’s therapeutic nurse-client relationship will be introduced and applied to case studies.

NURS78600 - Interdiscipl Palliative/Hospice
Credits: 3
Foundational aspects of interdisciplinary palliative and end of life care, and service coordination.

NURS78800 - Adv Palliative Care Practice 2
Credits: 3.5
This is the second of a two-part clinical practicum preparing advanced practice nurses to work with palliative or hospice patients and their families. Seminars will incorporate the core curriculum of the End of Life Nursing Consortium (ELNEC), providing each successful candidate with an ELNEC trained certificate. It is the final course required for advanced practice nurses who may choose to take the Hospice and Palliation Nurses Association Certification Examination.

NURS79200 - Independent Study in Nursing
Credits: 2
Supervised study of an area of interest for matriculated students. A total of 6 credits of independent study may be applied toward the degree.

NURS80100 - Lead Systems & Orgs
Credits: 3
The purpose of this course is to provide participants with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance advanced clinical practice.

NURS80200 - Analytic Meth Evdnce-Bsd Pr
Credits: 3
This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

NURS81000 - Clinical Genetics
Credits: 3
Application of human genetics and genomics as they apply to health care professionals.

NURS82600 - Assessment Primary Care NB-5Y
Credits: 3
This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

NURS84200 - DNP PMHNP Practice 1
Credits: 1
Clinical practicum in mental and behavioral health care delivery system and with current mental health policy makers, with seminar discussions of current mental health policy and politics in relation to the role of advanced practice nursing in the field of mental health systems.

NURS84400 - DNP PMHNP Practice 3
Credits: 1
Clinical practicum in addictions nursing practice with seminar discussions of current addictions theories, research and strategies for the clients with substance abuse and dependence diagnosis.
### Hunter College

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS85000</td>
<td>Health Policy and Population</td>
<td>3</td>
<td>An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.</td>
</tr>
<tr>
<td>NURS85500</td>
<td>DNP Pr Adults/Older 1</td>
<td>1</td>
<td>Application of advanced practice strategies for primary care nursing of adults and older adults and their families and the health care organizations that provide services for them. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care for adult and older patients and their families and the health care systems that care for them.</td>
</tr>
<tr>
<td>NURS86900</td>
<td>DNP Practice With Older Adults</td>
<td>3</td>
<td>Application of advanced practice strategies for primary care nursing of older adults and their families and communities. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care for older adult patients and their families and communities, as well as the health care systems that care for them.</td>
</tr>
<tr>
<td>NURS87100</td>
<td>Adv Pract Ph Nurs 1</td>
<td>1</td>
<td>Analysis of the Advanced Practice Public Health Nurses (AAPHN) role in the use of technology to promote population health in order to achieve the DNP Competency Areas: Technology &amp; Information Literacy Analysis and Quality of Practice.</td>
</tr>
<tr>
<td>NURS87300</td>
<td>DNP in Public Health Nursing 3</td>
<td>1</td>
<td>Analysis of evidence-based practice in the role of Advanced Practice Public Health Nurses (AAPHN) through community-based participatory research (CBPR), in order to achieve the DNP Competency Areas: Scientific Foundation for Practice, Healthcare Policy, and Practice Inquiry in Area Associated with Population Health.</td>
</tr>
<tr>
<td>NURS89000</td>
<td>DNP Practicum</td>
<td>0.5</td>
<td>This course provides DNP students with the opportunity to complete practice hours. 52.5 practicum hours; individual or group conferences with faculty.</td>
</tr>
<tr>
<td>NURS89900</td>
<td>DNP Practicum</td>
<td>2</td>
<td>This course provides DNP students with the opportunity to complete practice hours. 210 practicum hours; individual or group conferences with faculty.</td>
</tr>
<tr>
<td>NURS90000</td>
<td>DNP Capstone I</td>
<td>1</td>
<td>Students develop plans for capstone projects that demonstrate synthesis of their development in advanced practice nursing and lay the groundwork for future practice development.</td>
</tr>
<tr>
<td>NURS90002</td>
<td>DNP Capstone II: Prosp Devel</td>
<td>3</td>
<td>DNP Capstone II: Capstone Proposal Development</td>
</tr>
<tr>
<td>NURS90004</td>
<td>DNP Capstone IV: Eval &amp; Dissem</td>
<td>3</td>
<td>DNP Capstone IV: Evaluation and Dissemination</td>
</tr>
<tr>
<td>NURS91200</td>
<td>DNP Capstone Proposal Develop</td>
<td>3</td>
<td>This is the second of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students finalize plans for Capstone projects that demonstrate synthesis of their development in advanced practice nursing and guide the design and development of a project-directed at practice change, system changes, or aggregate health improvements.</td>
</tr>
<tr>
<td>NURS85100</td>
<td>Adv Physical Assessment Prc</td>
<td>1</td>
<td>Application of multidimensional assessment strategies for primary care nursing of persons aged 36 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.</td>
</tr>
<tr>
<td>NURS85700</td>
<td>Women’s Health in Primary Care</td>
<td>1</td>
<td>Application of advanced practice strategies for primary care nursing of women and their families. Evidence-based practice guidelines are reviewed and applied in the simulation lab and clinical setting. Information systems/technology and patient care technology to improve the quality of care for women and their families will be utilized in the clinical setting.</td>
</tr>
<tr>
<td>NURS87000</td>
<td>Acute Care DNP Practice</td>
<td>6</td>
<td>This course provides students with specialized knowledge and clinical experience in applying evidence-based national standards and treatment guidelines in the care of adolescents, adults, and older adults with acute and complex health problems. Leadership role expectations of doctorate-prepared nurse practitioners are explored and synthesized throughout the course content.</td>
</tr>
<tr>
<td>NURS87400</td>
<td>DNP in Public Health Nursing 4</td>
<td>4</td>
<td>Advanced Practice Public Health Nurses (AAPHN) translate research into practice in a culturally competent manner by piloting their intervention using community-based research principles.</td>
</tr>
<tr>
<td>NURS89100</td>
<td>DNP Practicum</td>
<td>1</td>
<td>This course provides DNP students with the opportunity to complete practice hours. 105 practicum hours; individual or group conferences with faculty.</td>
</tr>
<tr>
<td>NURS89300</td>
<td>DNP Practicum</td>
<td>3</td>
<td>This course provides DNP students with the opportunity to complete practice hours. 315 practicum hours; individual or group conferences with faculty.</td>
</tr>
<tr>
<td>NURS90001</td>
<td>DNP Capstone Internship</td>
<td>1</td>
<td>This is the first of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. A community agency assessment results in mutually (community agency and faculty) agreed upon Capstone project goals.</td>
</tr>
<tr>
<td>NURS90003</td>
<td>DNP Capstone Implementation</td>
<td>3</td>
<td>This is the third of four sequential courses focusing on the development, implementation and analysis of a scholarly Capstone project. Students implement Capstone projects that demonstrate synthesis of their development in advanced practice nursing leadership.</td>
</tr>
<tr>
<td>NURS90100</td>
<td>DNP Capstone 2</td>
<td>2</td>
<td>Students complete their capstone project and write final reports with continual mentorship by the faculty and community mentors.</td>
</tr>
<tr>
<td>NURS91400</td>
<td>DNP Capstone Eval &amp; Dissem</td>
<td>5</td>
<td>This is the last of four sequential courses focusing on the analysis of a scholarly Capstone project. Students evaluate the Capstone project specific to a population of interest and prepare a journal manuscript summarizing their findings.</td>
</tr>
</tbody>
</table>
### NURS91500 - Applied Statistics 1

Credits: 3

Overview of the uses and interpretation of statistics involving the differences between and among populations (groups). The focus of this first course in the two-semester statistics sequence will be on developing a conceptual understanding of the uses and interpretation of statistics involving the differences between and among populations (groups) including t-tests, one-way ANOVA, multivariable ANOVA, Analysis of Covariance (ANCOVA) and Repeated Measures ANOVA. Drawing on current nursing research, the case study method will be used to enhance the students' conceptual understanding by illustrating actual applications of particular statistical techniques.

### NURS91700 - Philosophy of Science

Credits: 3

The focus of this course is the philosophy of science and its relation to both the practice and the scholarly discipline of nursing. In it, we will investigate questions such as: What is Science? How can we tell the difference between science and pseudo-science? What is distinctive about scientific reasoning and explanation? How are we to understand scientific revolutions and contemporary approaches to research through the lens of different disciplines.

### NURS91900 - Scientific Writing

Credits: 1

This course is designed to support doctoral students in becoming responsive and reflective teachers. The purpose of this course is to model a variety of learning and teaching strategies, will facilitate discussions addressing learning and teaching, and will draw on theory and engage in practice. By combining action and analysis, participants will explore, reflect on, and develop teaching skills that promote learning within a diverse student body in a college setting.

### NURS92000 - Concepts and Frameworks

Credits: 3

This course focuses on nursing, biosocial and behavioral science theories/frameworks as they relate to advancing health equity. The focus of this course is on examining theoretical models and frameworks and their relationship to advancing health equity. In addition, the development and methods for derivation of concepts and theories will be examined. Selected foundational theories from the biosocial, biomedical and bio-behavioral sciences will be examined.

### NURS92300 - Qualitative Research Methods

Credits: 3

This course will introduce students to qualitative inquiry as an approach to knowledge discovery applicable to clinical nursing research. This course focuses on qualitative inquiry from conceptualization through design and data collection as an applied research methodology in nursing and related health fields. The course begins with an overview of the philosophy and theory upon which qualitative research is based. We will review the qualitative traditions and their relationship with the disciplines from which they emerged. We will explore and use the different qualitative data collection methods. Students will undertake a pilot research study as part of the course requirement.

### NURS92400 - Biopsychosocial Theories

Credits: 3

This course examines the concepts of health, community engagement and disease prevention within the context of nursing science with knowledge from the biophysical, psychological, social and public health sciences. This course builds upon an introductory knowledge of concepts and frameworks related to urban health equity. This course integrates nursing science with knowledge from the biophysical, psychological, social and public health sciences in examining the concepts of health, community engagement and disease prevention. Students will critically evaluate, compare and contrast relevant theoretical approaches for their utility in their area of interest/expertise.

### NURS92500 - Psychometric Methods

Credits: 2

Focus on the development of competencies necessary to appropriately utilize research instruments to operationalize nursing concepts. We will consider measurement theory in relation to norm-referenced measures, ethical considerations and research issues prominent in working with diverse populations.

### NURS92600 - Teaching in Higher Education

Credits: 3

This course is designed to support doctoral students in becoming responsive and reflective teachers. The purpose of this course is to examine the procedures for designing, implementing, and evaluating nursing/health education curriculum in the higher education setting. An overview of the history of higher education will be presented. Educational theories, philosophy, concepts, and program evaluation will be explored as well as the nurse educator’s role in curriculum design.

### NURS92700 - Teaching Residency

Credits: 3

Mentored teaching practicum experience coupled with group seminars. Instructors and course participants will model a variety of learning and teaching strategies, will facilitate discussions addressing learning and teaching, and will draw on theory and engage in practice. By combining action and analysis, participants will explore, reflect on, and develop teaching skills that promote learning within a diverse student body in a college setting.
Nutrition programs and materials for health promotion in the community.

Credits: 3
NUTR72000 - Community Nutrition Education
Fundamentals of nutrition in public health as they apply to health promotion and disease prevention for individuals and society, with emphasis on urban populations.

Credits: 3
NUTR71000 - Public Health Nutr

Credits: 3
NUTR72000 - Community Nutrition Education
Nutrition programs and materials for health promotion in the community.

Credits: 3
NUTR70500 - Nutrition and Biochemistry
The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetics of biochemical reactions.

Credits: 3
NUTR71500 - Food Service and Management
An overview of food service operations and theories, functions and tasks of management.

Credits: 3
NUTR72500 - Nutrition Research
Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

Credits: 3
NURS93400 - Dissertation Seminar 1
Development of the doctoral candidate's research into a dissertation proposal. The focus of this course is on the development of the doctoral candidate's research into a dissertation proposal. Students present their research for peer and faculty critique. Through this process, research ideas evolve into a proposal that can be defended and implemented. Students also further develop their skills of critical appraisal and provide critique of the work of their peers.

Credits: 3
NURS93600 - Proposal Development 1
Individual faculty supervision of doctoral dissertation proposal development. This course with an individual faculty member focuses on the development of the doctoral dissertation proposal. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design and methodology. Work with a faculty member will be guided by an individualized, structured set of goals and feedback opportunities to advance the proposal toward completion.

Credits: 3
NURS93800 - Proposal Development 3
Individual faculty supervision of doctoral dissertation proposal development. This course with an individual faculty member focuses on the development of the doctoral dissertation proposal. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design and methodology. Work with a faculty member will be guided by an individualized, structured set of goals and feedback opportunities to advance the proposal toward completion.

Credits: 3
NUTR65300 - Dietetics I & 2
Dietetics I & 2
Mentored research practicum experience. This six-semester course (0.5 credits or 60 hours/semester for a total of 360 hours) focuses on the students' development of selected research skills in collaboration with their Advisor or, when appropriate, a Research Practicum Mentor (researcher) who is conducting active research protocol. The Advisor and/or Research Practicum Mentor will design a practicum experience that complements prior research experience and tailored to the student's current learning needs. The course activities may include, the following: helping to develop a research proposal, (other than one's own) and/or submitting such a proposal as a part of a grant application, preparing a protocol for submission to the institutional review board, assisting with recruitment or data collection for ongoing investigation, learning data management skills, participating in performance of laboratory procedures, participating in research team meetings, conducting literature searches for ongoing research projects and preparing abstracts and/or manuscripts for presentation and publication.

Credits: 3
NURS93500 - Dissertation Seminar 2
The focus of this course is on the continued development of doctoral candidates' research topics into dissertation proposals; this is taken by students who have not yet defended their dissertation proposal. Students continue their development as nurse scientists through presentation of their research ideas for peer and faculty critique. Through this process, research ideas evolve into proposals that can be defended and implemented. Students further develop their skills of critical appraisal and provide critique of the work of their peers.

Credits: 3
NURS93700 - Proposal Development 2
Individual faculty supervision of doctoral dissertation proposal development. This course with an individual faculty member focuses on the development of the doctoral dissertation proposal. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design and methodology. Work with a faculty member will be guided by an individualized, structured set of goals and feedback opportunities to advance the proposal toward completion.

Credits: 3
NURS93900 - Dissertation Supervision
This course with an individual faculty member focuses on the implementation, data management, data analysis and narrative synthesis of dissertation findings. This may also include the institutional review board application and, if applicable, final report. Individualized work with a faculty member will be guided by a structured set of goals and feedback opportunities to advance the dissertation study toward completion, including written and oral defense. This course can be taken up to nine times, depending on when the student successfully defends the dissertation. Additional semesters require permission from the program director.

Credits: 3
NUTR70000 - Seminar in Dietetics Practice
Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition. Open to dietetic internship (DI) students only.

Credits: 3
NUTR70200 - Dietetics Fieldwork: Food Serv
Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences. Open to DI students only.

Credits: 3
NUTR70400 - Dietetics in Fieldwork IV
Dietetics in Fieldwork IV

Credits: 3
NUTR71000 - Public Health Nutr
Fundamentals of nutrition in public health as they apply to health promotion and disease prevention for individuals and society, with emphasis on urban populations.

Credits: 3
NUTR72000 - Community Nutrition Education
Nutrition programs and materials for health promotion in the community.

Credits: 3
NUTR70100 - Dietetics Internship
Supervised externship in clinical dietetics and classroom discussions of readings and field experiences. Open to DI students only.

Credits: 3
NUTR70300 - Dietetics in Fieldwork: Community
Supervised externship in community nutrition and classroom discussions of readings and field experiences. Open to Dietetics students only.

Credits: 3
NUTR70500 - Nutrition and Biochemistry
The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetics of biochemical reactions.

Credits: 3
NUTR71500 - Food Service and Management
An overview of food service operations and theories, functions and tasks of management.

Credits: 3
NUTR72500 - Nutrition Research
Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.
Hunter College

NUTR73000 - Nutrition Assess Popul at Risk
Credits: 3
The collection and analysis of data for the purposes of identification of, and designing interventions for, individuals and urban populations at nutritional risk.

NUTR73200 - Advanced Nutrition II
Credits: 3
Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

NUTR73400 - Clinical Nutrition I
Credits: 3
Modifications of the normal diet in the treatment of disease, food and drug interactions.

NUTR73600 - Community Nutrition
Credits: 3
Community Nutrition

NUTR73701 - Public Nutrition Fieldwork I
Credits: 3
Directed field experiences in public health nutrition agencies and/or programs.

NUTR73900 - Comp Applic Diet & Nut
Credits: 3
Comp Applic Diet & Nut

NUTR74000 - Clinical Nutrition II
Credits: 3
Modifications of the normal diet in the treatment of disease, food and drug interactions.

NUTR74200 - Nutr: Geriatric Pop
Credits: 3
Nutr: Geriatric Pop

NUTR74300 - Drug-Nutr-Interact
Credits: 3
Drug-Nutr-Interact

NUTR74400 - The Consumer & Food
Credits: 3
The Consumer & Food

NUTR74500 - Parent and Enter Nutrition
Credits: 3
Parent and Enter Nutrition

NUTR74700 - Adv Nutr & Assessmt Lab
Credits: 1
Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

NUTR75600 - Food Sci & Envrnmt
Credits: 3
Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

NUTR76000 - Practicum
Credits: 3
Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

NUTR77002 - Survey Research Mthd
Credits: 3
Survey Research Mthd

NUTR77004 - Pandemics and Public Health
Credits: 3
This course explores the unique aspects of outbreaks, epidemics, and pandemics from a public health perspective. The course focuses on the history of infectious disease pandemics in the U.S. and around the globe; the exploration of practical and currently applied strategies for outbreaks events such as COVID-19 and Ebola; the challenges faced by public health and healthcare professionals during these events and how they prepare for and respond to a wide variety of infectious disease outbreaks; and the risk ramifications and tradeoffs of control and mitigation strategies used in infectious disease containment, and their effect on population health and well-being.

NUTR73100 - Advanced Nutrition I
Credits: 3
Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

NUTR73300 - Nutr & Human Development
Credits: 3
Relation of nutrition to growth and development. Nutrition requirements throughout the life cycle.

NUTR73500 - Clinical Nutrition 2
Credits: 3
Intro Nutrition Res

NUTR73800 - Nutrition Seminar
Credits: 3
In-depth analysis of the literature and research in specific areas of public health nutrition.

NUTR74000 - Nutrition Education
Credits: 3
Nutrition Education

NUTR74200 - Nutr: Geriatric Pop
Credits: 3
Nutr: Geriatric Pop

NUTR74400 - The Consumer & Food
Credits: 3
The Consumer & Food

NUTR74600 - Nutrition and Disease
Credits: 3
Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

NUTR74800 - Nutr Assessment & Counseling
Credits: 3
Nutrition assessment in humans, including anthropometric, biochemical, clinical, and dietary assessment, the application of principles of communication and counseling skills.

NUTR75700 - Food Sci & Envrnmt Lab
Credits: 1
Laboratory experience with the chemical and physical properties of food components.

NUTR76100 - Problem Seminar
Credits: 3
Problem Seminar

NUTR77003 - Food Policy
Credits: 3
This is an introductory food systems course that examines how the myriad of actors, including government agencies, industry, and consumers, shape food priorities and policies in the US. The course is designed so that students will have a clear understanding of the history of agriculture and food policies that led to our current conditions and develop a sense of what is required to build a sustainable food system moving forward. Students will learn through a variety of experiential and hands-on methods and approaches including guest lectures, films, field trips and readings.

NUTR77005 - Reducing Disparities
Credits: 3
Reducing Disparities
This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the Nutrition MS program. Students will complete either a project, research/review paper, or a manuscript.

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PGEOG70180 - Geology of New York State
Credits: 3
Links fundamental knowledge about the earth materials and earth processes to the complex geology of New York State. Covers the latest information about the geologic ages of rock formations in New York State, plate tectonics, bedrock geology, including metamorphic, igneous, and sedimentary rocks, fossils, and ancient environments. The course consists of lecture, laboratory exercises, and field trips to the Catskill Mountains, Hudson Highlands, the Manhattan Prong, and Montauk Point. Recommended for students enrolled in the Teachers of Earth Science.

PGEOG70182 - Climatology
Credits: 3
Climatology

PGEOG70184 - Fossil Fuels
Credits: 3
The course will search historical information about the uses of coal, oil and gas in different geographic areas during human history. Then we'll present chemical and physical properties along with the classification of fossil fuels. Students will learn about the origin and hypothesis of formation and evolution of fossil fuel deposits in the context of plate tectonics during geologic time. This will give you a better understanding of the global distribution of 'black gold'. In the second part of the course students will learn basic information about exploration, exploitation, and recent environmental consequences of major coal, oil and gas deposit exploitation.

PGEOG70186 - Structural Geology
Credits: 3
Structural Geology

PGEOG70251 - Sem: Coastal Inlets
Credits: 3
Sem: Coastal Inlets

PGEOG70400 - Urban and Metropolitan Coasts
Credits: 3
Physical and quantitative rationale for planning coastal constructions with emphasis on urban coasts. Lectures will focus on natural and anthropogenic influences on coastal environments, and problems facing seaside communities.

PGEOG70467 - Sp Tp Field Ecology of NYC
Credits: 3
Special Topics: Field Ecology of New York City

PGEOG70501 - Cities & Clim Change
Credits: 3
Cities & Clim Change

PGEOG70503 - Beaches and Coasts
Credits: 3
Beaches and Coasts

PGEOG70505 - Paleoclimat Scientist Toolbox
Credits: 3
Paleoclimat Scientist’s Toolbox

PGEOG70554 - Environmental Hazards
Credits: 3
Environmental Hazards

PGEOG70556 - Field Ecology of Central Park
Credits: 3
Field Ecology of Central Park

PGEOG70566 - Intg Pet:Earth Sci Tc
Credits: 3
Intg Pet:Earth Sci Tc

PGEOG70568 - Earth Materials Research
Credits: 3
Collection, preparation, identification, and preservation of earth materials—rocks, minerals, and fossils using earth materials from the collection of the Department of Geography. Observations will be based on direct research, measurement, microscopy, and microchemistry. Trips to the American Museum of Natural History, Franklin and Sterling mines (NJ) and the St. Claire and Deer Lake fossil sites (PA) for specimen collection. Recommended for earth science students and others interested in the study of earth materials. There will be an additional charge for transportation.

PGEOG70590 - Principle of Geomorph
Credits: 3
Principle of Geomorph

PGEOG70179 - Geology of NYC and Vicinity
Credits: 3
Focus on the complexity of the geology of the New York Metro area and its vicinity. Using urban public transportation, walking, and hiking, students will directly observe natural exposures of the large variety of rock outcroppings in the area. Course consists of lectures, laboratory exercise, and geologic field trips. Recommended for students in the Teachers of Earth Science.

PGEOG70451 - Water Resrcs Planng
Credits: 3
Water Resrcs Planng

PGEOG70500 - Topics in Earth Science
Credits: 3
The following courses are part of the MA Teacher Education Program in Earth Sciences:

PGEOG70502 - Fieldwork in Biogeog
Credits: 3
Fieldwork in Biogeog

PGEOG70504 - Water Science and Society
Credits: 3
Water Science and Society

PGEOG70506 - Ecology of Global Change
Credits: 3
Ecology of Global Change

PGEOG70555 - Land-Climate Interac
Credits: 3
Land-Climate Interac

PGEOG70565 - Oceans & Earth Envir
Credits: 3
Oceans & Earth Envir

PGEOG70567 - Science of Rocks - Petrology
Credits: 3
Composition, distribution, and origin of rocks, their scientific description and systematic classification with the focus on the rocks of the New York Metro area. Topics include rock microscopy; field observations of rocks and the relation to the principles of geology; interpretation of geologic maps; lithospheric rock cycle in the context of plate tectonics and earth evolution; and the geology of New York City and its relationship to urban issues. Recommended for earth science students and others interested in the study and uses of rock. There will be an additional charge for local transportation.

PGEOG70569 - Sem:Advocadw/Matlab
Credits: 3
Sem:Advocadw/Matlab

PGEOG70181 - Nature & Env of NYC
Credits: 3
Nature & Env of NYC

PGEOG70183 - Intro:Southern Ocean
Credits: 3
Intro:Southern Ocean

PGEOG70545 - NYC Water Supply
Credits: 3
NYC Water Supply

PGEOG707000 - Seminar in Physical Geography
Credits: 3
Seminar in Physical Geography

PGEOG70300 - Coastal Dynamics
Credits: 3
Quantitative focus on the dynamic processes affecting the coast and the resulting varied geomorphology. In particular, this course will focus on waves, beaches, barrier island evolution, storm systems and coastal erosion, using the Atlantic coast of New York as a case study. Research and field work expected.

PGEOG70451 - Water Resrcs Planng
Credits: 3
Water Resrcs Planng

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PGEOG70569 - Sem:Advocadw/Matlab
Credits: 3
Sem:Advocadw/Matlab

PGEOG70181 - Nature & Env of NYC
Credits: 3
Nature & Env of NYC

PGEOG70183 - Intro:Southern Ocean
Credits: 3
Intro:Southern Ocean
PH71000 - Biostatistics Rec
Credits: 3
Biostatistics Rec

PH71100 - Visi Media,Tech & Hlth
Credits: 3
In this intensive and hands-on course students will learn how to use a critical media literacy perspective to disrupt dominant images and representations of health, illness and the body, while they will also take part in creating their own participatory media project (digital ethnography or short [10 minutes or less] digital video). From the first day, the class will meet in a computer lab and students will create their own media.

PH71400 - Human Rights and Public Health
Credits: 3
This course focuses on the skills needed to investigate, analyze, and document abuses of human rights as they relate to health and public health practice.

PH71800 - Public Persp: Policy & Practic
Credits: 3
This course examines the evidence-base that supports a wider appreciation for the public health significance of mental health and the translation of this evidence-base into relevant social policy and multi-disciplinary approaches to public health and social work practice.

PH72000 - Cities Society & Health
Credits: 3
This course presents an ecological, multilevel approach to the study of urban health and brings together public health and social science disciplines to examine the impact of city living on population health. Its focus is on changes in health in US urban populations in the post-World War II period.

PH72200 - Food Politics and Policy
Credits: 3
This policy course examines the influence of the food industry and of government on the U.S. food system and the way we eat, and on efforts to prevent and treat chronic diet-related conditions, such as obesity. This is a hybrid course that meets in person 5 times during the semester; the remainder of the time the course is conducted online asynchronously through Blackboard.

PH72400 - Ethics in Public Health
Credits: 3
This seminar course will consider questions about the practice of health promotion, disease control, and health research—questions about morality, not effectiveness. We will consider different moral frameworks that might guide decision making in public health, ask what makes for a “good” decision, and consider what sorts of assistance public-health professionals need in order to make “good” decisions. The course is not intended to teach you to act ethically. On the contrary, it will teach you that there is rarely a single “good” way to act. Instead, you will be challenged to identify ethical problems and propose solutions, making real-world decisions within a climate of moral ambiguity.

PH72500 - Maternl,Reprod & Child Hlth
Credits: 3
A critical overview of public health issues, approaches and concerns in the area of Maternal, Child, Reproductive and Sexual Health. Topics will include the medicalization of maternity care and infancy/childhood, the consequences of ‘risk’ as a dominant ideology for Maternal, Child, Reproductive and Sexual Health care, issues in reproductive justice, with particular attention to race and class, and the historic and contemporary influence of eugenics in public health, the history of midwifery and global trends in midwifery care, the role of public health interventions in infant care; sexual health and gender identity.
This course will provide an overview of the field of diabetes and diabetes management. The course will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

PH77200 - Fundamentals of Epidemiology
Credits: 3

Apply principles and methods of epidemiological analysis. Identify and interpret epidemiological data. Illustrate and investigate incidence, distribution, determinants, and control of disease.

PH73800 - Capstone Project
Credits: 3

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the MPH program. Students will complete either a paper based on fieldwork, a research paper or a Master's Essay. The paper must be completed no sooner than during students' penultimate or final semester.

PH75100 - Principles of Biostatistics
Credits: 3

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health, such as those related to disease measurement and distribution, probability, hypothesis testing, statistical significance, sampling, and univariate, bivariate and multivariate analysis. The course is taught through lectures, computer exercises using data management and statistical packages and hand-calculations.

PH75300 - Principles of Epidemiology
Credits: 3

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health. Topics include: disease risk, rates and ratios; design and evaluation of epidemiologic studies; introduction to causal inference; and the application of epidemiology to planning, monitoring and evaluating public health programs. The course is taught through lectures, computer exercises using data management and statistical packages and hand-calculations.

PH75500 - Fund Social & Behavioral Hlth
Credits: 3

This course provides a topical and theoretical survey of social and behavioral issues in public health.

PH77000 - Topics in Public Health
Credits: 3

Topics in Public Health

PH77002 - Information Research in Ph
Credits: 3

Information Research in Ph

PH77006 - Intro Ph Economics
Credits: 3

Intro Ph Economics

PH77009 - Immigration & Aging
Credits: 3

Immigration & Aging

PH77012 - Diabetes Prvt & Mgmt
Credits: 3

Diabetes Prvt & Mgmt

PH77013 - Interdispln Diabetes Managment
Credits: 3

This course will provide an overview of the field of diabetes and diabetes management. The course will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

PH77020 - Fundamentals of Biostatistics
Credits: 3

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

PH75400 - Fundamentals of Epidemiology
Credits: 3

Application and interpretation of basic descriptive and inferential statistical methods for the analysis of public health and other health-related data.

PH75200 - Fundamentals of Biostatistics
Credits: 3

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the MPH program. Students will complete either a paper based on fieldwork, a research paper or a Master's Essay. The paper must be completed no sooner than during students' penultimate or final semester.

PH73800 - Capstone Project
Credits: 3

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the MPH program. Students will complete either a paper based on fieldwork, a research paper or a Master's Essay. The paper must be completed no sooner than during students' penultimate or final semester.

PH75100 - Principles of Biostatistics
Credits: 3

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health, such as those related to disease measurement and distribution, probability, hypothesis testing, statistical significance, sampling, and univariate, bivariate and multivariate analysis. The course is taught through lectures, computer exercises using data management and statistical packages and hand-calculations.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>PH77014</td>
<td>Interd Diabetes Prev</td>
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<tr>
<td>PH77018</td>
<td>Health Information Technology</td>
<td>3</td>
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<td>PH77020</td>
<td>Children Ph &amp; The Env</td>
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<td>PH77022</td>
<td>Healthy Urban Aging</td>
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<td>PH77025</td>
<td>Global Environment Development</td>
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<td>PH77027</td>
<td>Health Care Finance</td>
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<td>PH77031</td>
<td>Cult Comp Ph Org Pgm</td>
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<td>PH77033</td>
<td>Subt Abuse Pol &amp; Res</td>
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<td>PH77035</td>
<td>Lg&amp;Lgl Aspt Food Pol</td>
<td>3</td>
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<td>PH77037</td>
<td>Non Profit Management Ph</td>
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<td>PH77038</td>
<td>Reproductive,Sexual Health Pol</td>
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<td>PH77039</td>
<td>Public Health Informatics</td>
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<td>PH77040</td>
<td>Advanced Methods Epidemiology</td>
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<td>PH77041</td>
<td>TransdisciplinaryTmwork Health</td>
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<td>PH77043</td>
<td>Exploring Evidence:Health Poly</td>
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<tr>
<td>PH77045</td>
<td>Comm Pub Hth: Poster-Pamphlet</td>
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<tr>
<td>PH77047</td>
<td>Writ Ethnography for Pub Hth</td>
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<tr>
<th>Course Code</th>
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<tr>
<td>PH77016</td>
<td>Health &amp; Mental Hth Pl</td>
<td>3</td>
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<tr>
<td>PH77019</td>
<td>Non Profit Management Ph</td>
<td>3</td>
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<tr>
<td>PH77021</td>
<td>Children Env Hth Pol</td>
<td>3</td>
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<td>PH77024</td>
<td>Ethics Public Health</td>
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<td>PH77026</td>
<td>Prod a Public Health Doc</td>
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<td>PH77027</td>
<td>Social Marketing</td>
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<td>PH77030</td>
<td>Adolescent Health, Development</td>
<td>3</td>
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<tr>
<td>PH77032</td>
<td>Health Care Quality and Performance</td>
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<td>PH77033</td>
<td>Adolescent Health, Development and Interventions</td>
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<tr>
<td>PH77034</td>
<td>Neighborhood Lab</td>
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<td>PH77036</td>
<td>Res Sem Hith Cuny St</td>
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<td>PH77038</td>
<td>Reproductive,Sexual Health Pol</td>
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<td>PH77042</td>
<td>Cra-Ch/Meal Communication Urb</td>
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<tr>
<td>PH77044</td>
<td>Environmental Health Concepts</td>
<td>3</td>
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<tr>
<td>PH77046</td>
<td>Health Policy Analysis&amp;Eval Svcs</td>
<td>3</td>
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<tr>
<td>PH77048</td>
<td>Social Marketing</td>
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</tbody>
</table>
PH77049 - Advanced Health Economics
Credits: 3
This course will focus on economic issues of particular importance to those interested in health care management, especially organizational and labor economics. Topics covered will include competition and consolidation in health care markets, adverse selection and moral hazard, provider agency, and labor market effects of health insurance.

PH77051 - Global Maternal & Child Health
Credits: 3
Global Maternal and Child Health

PH77071 - Int Prsp Gbl Health Justice
Credits: 3
Interdisciplinary Perspectives on Globalization, Health and Social Justice

PH77076 - Ecology Disease:Cell Society
Credits: 3
Ecology of Disease: From Cell to Society

PH77078 - HIV-AIDS Glob Sci Cult Context
Credits: 3
HIV-AIDS in Global, Scientific and Cultural Contexts

PH77083 - Flid Pest Pigeon Comm
Credits: 3
Flood, Pest and Plague: Communicating Complex Emergencies

PH77088 - Media:Impact & Advoc, Ph
Credits: 3
Media: Impact and Advocacy for Public Health

PH77101 - Statistics Review Workshop
Credits: 1
Statistics Review Workshop

PH78301 - Indep Study:Pub Health
Credits: 1
Indep Study: Public Health

PH78303 - Indep Study:Pub Hlth
Credits: 3
Indep Study: Public Health

PH78402 - Indep Study:Public Health
Credits: 3
Independent Study: Public Health

PH78736 - The Neighborhood Lab
Credits: 3
The Neighborhood Lab: Strengthening Community Capacity

PHYS60100 - Intro to Modern Phys
Credits: 3
Intro to Modern Physics

PHYS60500 - Mathematical Physics
Credits: 3
Introduction to basic mathematical techniques used in physics.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>PHYS61500</td>
<td>Electromagnetic Theory</td>
<td>3</td>
<td>Electrostatics, electromagnetics; Maxwell’s equations with application to</td>
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<td>waves; waves in guides; radiation.</td>
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<tr>
<td>PHYS62500</td>
<td>Introduction to Quantum Mech</td>
<td>3</td>
<td>Fundamental ideas in the study of atomic sized systems.</td>
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<tr>
<td>PHYS64500</td>
<td>Solid State Physics</td>
<td>3</td>
<td>Introduction to basic theory and techniques in study of matter on solid state.</td>
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<tr>
<td>PHYS66000</td>
<td>Challenging Concepts Physics</td>
<td>4</td>
<td>Overview of research and theory related to misconceptions in physics.</td>
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<td>Students will be expected to develop a research proposal or to conduct the</td>
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<td>research in their own classrooms, and write a paper in the form of a journal</td>
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<td>article. The article will serve as the comprehensive examination for the</td>
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<td>science portion of the MA degree.</td>
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<tr>
<td>PHYS674U0</td>
<td>Modern Physics Lab</td>
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<tr>
<td>PHYS67500</td>
<td>Numerical Methods II</td>
<td>3</td>
<td>Topics in numerical methods selected from solutions of linear equations,</td>
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<td>interpolating functions, root finding methods, nonlinear equations, Fourier</td>
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<td>series and the fast Fourier transform, partial differential equations. A major</td>
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<td>term project will be assigned. (Cross-listed with MATH 695.)</td>
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<tr>
<td>PHYS70000</td>
<td>Phys Ma Research 2</td>
<td>4</td>
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<tr>
<td>PHYS70000</td>
<td>Phys Ma Research 2</td>
<td>4</td>
<td>Basic study of quantum theory of matter including introduction to relativistic</td>
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<td>theory.</td>
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<tr>
<td>PHYS70200</td>
<td>Mathematical Physics</td>
<td>4</td>
<td>Study of the basic mathematical techniques used in physics.</td>
</tr>
<tr>
<td>PHYS71100</td>
<td>Analytical Dynamics</td>
<td>4</td>
<td>Study of advanced classical mechanics.</td>
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<tr>
<td>PHYS71500</td>
<td>Electromagnetic Theory</td>
<td>4</td>
<td>Advanced concepts of static and time-dependent electromagnetic fields.</td>
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<tr>
<td>PHYS72600</td>
<td>Quantum Mechanics 2</td>
<td>4</td>
<td>Basic study of quantum theory of matter including introduction to relativistic</td>
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<td>theory.</td>
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<td>PHYS735U0</td>
<td>General Relativity</td>
<td>4</td>
<td>General Relativity</td>
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<tr>
<td>PHYS74100</td>
<td>Statistc Mechanics</td>
<td>4</td>
<td>Study of physical properties of systems consisting of very large numbers of</td>
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<td></td>
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<td>particles.</td>
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<td>PHYS74600</td>
<td>Solid State Physics</td>
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<td>PHYS75000</td>
<td>Plasma Physics</td>
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<td>PHYS75300</td>
<td>Physics of Radiation Oncology</td>
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<td>Physics of Radiation Oncology</td>
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<td>PHYS77100</td>
<td>Research or Independent Study</td>
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<td>Research or independent study done under supervision of faculty member.</td>
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<td>PHYS78200</td>
<td>Non-Equil Stat Mech</td>
<td>4</td>
<td>Introduction to Non-Equilibrium Statistical Mechanics</td>
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<td>PHYS79400</td>
<td>Solid State Physics</td>
<td>4</td>
<td>Solid State Physics</td>
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<td>Solid State Physics</td>
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<td>PHYS79400</td>
<td>Physics of Medical Imaging</td>
<td>3</td>
<td>Physics of Medical Imaging</td>
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<td>PHYS79510</td>
<td>Plasma Physics</td>
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<td>PHYS79700</td>
<td>Astrophysics</td>
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<td>PHYS77101</td>
<td>Indep Studies</td>
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</tbody>
</table>

Hunter College
Hunter College

PHYS77102 - Indep Studies
Credits: 2
Indep Studies

PHYS77104 - Indep Studies
Credits: 4
Indep Studies

PHYS77204 - Indep Studies
Credits: 4
Indep Studies

PHYS77250 - Quantum Field Theory
Credits: 4
Quantum Field Theory

PHYS77300 - Research or Independent Study
Credits: 4
Research or independent study done under supervision of faculty member.

PHYS77304 - Indep Studies
Credits: 4
Indep Studies

PHYS82640 - Quantum Field Theory
Credits: 4
Quantum Field Theory

PHYS845U0 - Theory Solid State
Credits: 4
Theory Solid State

PHYS846U0 - Theory Solid State Physics
Credits: 4
Theory Solid State Physics

PHYS852U0 - .33 Quantum Optics
Credits: 4
.33 Quantum Optics

PHYS852U1 - 45 Mod Optics Sem
Credits: 2
45 Mod Optics Sem

PHYS852U2 - Laser Theory
Credits: 4
Laser Theory

PHYS853U0 - .056 Class Guage Fld
Credits: 3
.056 Class Guage Fld

PHYS854U0 - 54 Non Equi Stat Mec
Credits: 4
54 Non Equi Stat Mec

PSYCH190G - Micros in Psych Research
Credits: 3
Micros in Psych Research

PSYCH461000 - Meas of Intelligence
Credits: 3
Meas of Intelligence

PSYCH462000 - Th, 463000 - Th and Mthds of Psythy
Credits: 3
Evolution of theories and methods of individual psychotherapy with a focus on central issues in the field.

PSYCH464000 - Comparative Psychology (B)
Credits: 3
Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

PSYCH465100 - Psychology of Small Groups (A)
Credits: 3
Therapeutic groups have experienced massive development and rapid spread; over ten million adults currently participate in the US. The course consists of a didactic part (including such topics as leadership, group structure and power, norm formation, and conditioning) as well as a clinical part (in which students participate both as potential leaders and clients). The aim is to familiarize students with group processes and an understanding of group dynamics. Instructor's permission 15 hrs lecture, 30 hrs lab, incl conf

PSYCH467600 - Psychology of Personality (A)
Credits: 3
Frameworks for the study of personality, including classical psychoanalysis, American psychiatry, behaviorism, and phenomenology. Theorists studied include Freud, Adler, Jung, Sullivan, Dollard and Miller, Rogers, and Binswanger and Boss.

PSYCH666000 - Physiological Psych
Credits: 3
Physiological Psych

PSYCH665100 - Family and Couples System (A)
Credits: 3
Family and couples communication as seen through the lens of systems theory. Topics include interpersonal meanings and patterns, conflict, and barriers to intimacy. Conceptual material is complemented by real case examples and TV and film illustrations.

PSYCH665151 - Special Topics in Psychology
Credits: 3
Special Topics in Psychology

PSYCH665100 - Psychology of Small Groups (A)
Credits: 3
Therapeutic groups have experienced massive development and rapid spread; over ten million adults currently participate in the US. The course consists of a didactic part (including such topics as leadership, group structure and power, norm formation, and conditioning) as well as a clinical part (in which students participate both as potential leaders and clients). The aim is to familiarize students with group processes and an understanding of group dynamics. Instructor's permission 15 hrs lecture, 30 hrs lab, incl conf

PSYCH667600 - Psychology of Personality (A)
Credits: 3
Frameworks for the study of personality, including classical psychoanalysis, American psychiatry, behaviorism, and phenomenology. Theorists studied include Freud, Adler, Jung, Sullivan, Dollard and Miller, Rogers, and Binswanger and Boss.
Hunter College

PSYCH68050 - Language Acquisition
Credits: 3
Language Acquisition

PSYCH68052 - Non Verbal Behavior
Credits: 3
Non Verbal Behavior

PSYCH68054 - Gender and Health
Credits: 3
Gender and Health

PSYCH68056 - Human Sexual Behav
Credits: 3
Human Sexual Behav

PSYCH68058 - Companion Anim Socity
Credits: 3
Companion Anim Socity

PSYCH68061 - Biology of Decision-Making
Credits: 3
This course will explore decision-making processes at the neurobiological, behavioral, and cognitive levels by reviewing current research articles on these topics. Completion of this course will provide students with a solid background in this emerging field of behavioral neuroscience.

PSYCH68063 - Lght Soc Sci Policy
Credits: 3
Lght Soc Sci Policy

PSYCH68065 - Fndtions Health Psyc
Credits: 3
Fndtions Health Psyc

PSYCH68067 - Farm Anim Well-Being: Cog Beh
Credits: 3
Farm Animal Well-Being: Cognition, Behavior, and Emotion

PSYCH69000 - Indep Res In Psych
Credits: 3
Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review. May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69000, PSYCH 69100, PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.

PSYCH69200 - Independent Research
Credits: 2
Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review. May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69000, PSYCH 69100, PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.

PSYCH69950 - Thesis Research
Credits: 3
Thesis Research

PSYCH69951 - Thesis Research
Credits: 3
Thesis Research

PSYCH69952 - Thesis Research
Credits: 3
Thesis Research

PSYCH69953 - Thesis Research
Credits: 3
Thesis Research

PSYCH69954 - Thesis Research
Credits: 3
Thesis Research

PSYCH69955 - Thesis Research
Credits: 3
Thesis Research

PSYCH69956 - Thesis Research
Credits: 3
Thesis Research

PSYCH69957 - Thesis Research
Credits: 3
Thesis Research

PSYCH69958 - Thesis Research
Credits: 3
Thesis Research

PSYCH69959 - Thesis Research
Credits: 3
Thesis Research

PSYCH69960 - Thesis Research
Credits: 3
Thesis Research

PSYCH69961 - Thesis Research
Credits: 3
Thesis Research

PSYCH69962 - Thesis Research
Credits: 3
Thesis Research

PSYCH69963 - Thesis Research
Credits: 3
Thesis Research

PSYCH69964 - Thesis Research
Credits: 3
Thesis Research

PSYCH69965 - Thesis Research
Credits: 3
Thesis Research

PSYCH69966 - Thesis Research
Credits: 3
Thesis Research

PSYCH69967 - Thesis Research
Credits: 3
Thesis Research

PSYCH69968 - Thesis Research
Credits: 3
Thesis Research

PSYCH69969 - Thesis Research
Credits: 3
Thesis Research

PSYCH69970 - Thesis Research
Credits: 3
Thesis Research

PSYCH69971 - Thesis Research
Credits: 3
Thesis Research

PSYCH69972 - Thesis Research
Credits: 3
Thesis Research

PSYCH69973 - Thesis Research
Credits: 3
Thesis Research

PSYCH69974 - Thesis Research
Credits: 3
Thesis Research

PSYCH69975 - Thesis Research
Credits: 3
Thesis Research

PSYCH69976 - Thesis Research
Credits: 3
Thesis Research

PSYCH69977 - Thesis Research
Credits: 3
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PSYCH69978 - Thesis Research
Credits: 3
Thesis Research

PSYCH69979 - Thesis Research
Credits: 3
Thesis Research

PSYCH69980 - Thesis Research
Credits: 3
Thesis Research

PSYCH69981 - Thesis Research
Credits: 3
Thesis Research

PSYCH69982 - Thesis Research
Credits: 3
Thesis Research

PSYCH69983 - Thesis Research
Credits: 3
Thesis Research

PSYCH69984 - Thesis Research
Credits: 3
Thesis Research

PSYCH69985 - Thesis Research
Credits: 3
Thesis Research

PSYCH69986 - Thesis Research
Credits: 3
Thesis Research

PSYCH69987 - Thesis Research
Credits: 3
Thesis Research

PSYCH69988 - Thesis Research
Credits: 3
Thesis Research

PSYCH69989 - Thesis Research
Credits: 3
Thesis Research

PSYCH69990 - Thesis Research
Credits: 3
Thesis Research

PSYCH69991 - Thesis Research
Credits: 3
Thesis Research

PSYCH69992 - Thesis Research
Credits: 3
Thesis Research

PSYCH69993 - Thesis Research
Credits: 3
Thesis Research

PSYCH69994 - Thesis Research
Credits: 3
Thesis Research

PSYCH69995 - Thesis Research
Credits: 3
Thesis Research

PSYCH69996 - Thesis Research
Credits: 3
Thesis Research

PSYCH69997 - Thesis Research
Credits: 3
Thesis Research

PSYCH69998 - Thesis Research
Credits: 3
Thesis Research

PSYCH69999 - Thesis Research
Credits: 3
Thesis Research

Fndtions Health Psyc
Credits: 3
Fndtions Health Psyc

PSYCH69000 - Conserv-Human-Anim Relations
Credits: 3
Conservation and Human-Animal Relationships

PSYCH69100 - Independent Research
Credits: 1
Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review. May be taken multiple times with permission of the department. May be taken in conjunction with other Independent Study courses (PSYCH 69000, PSYCH 69100, PSYCH 69200) for a total of 9 credits as long as each time the course is taken, the course content differs in topic or scope.

PSYCH69990 - Thesis Research
Credits: 3
Thesis Research

PSYCH69991 - Thesis Research
Credits: 3
Thesis Research

PSYCH69992 - Thesis Research
Credits: 3
Thesis Research

PSYCH69993 - Thesis Research
Credits: 3
Thesis Research

PSYCH69994 - Thesis Research
Credits: 3
Thesis Research

PSYCH69995 - Thesis Research
Credits: 3
Thesis Research

PSYCH69996 - Thesis Research
Credits: 3
Thesis Research

PSYCH69997 - Thesis Research
Credits: 3
Thesis Research

PSYCH69998 - Thesis Research
Credits: 3
Thesis Research

PSYCH69999 - Thesis Research
Credits: 3
Thesis Research

PSYCH70000 - History of Psychology
Credits: 3
History of Psychology
PSYCH700U - History of Psychology
Credits: 3
History of Psychology

PSYCH70100 - Adv Exper Psych
Credits: 3
Advanced Experimental 1

PSYCH70106 - Adv Exp Psych
Credits: 6
Advanced Experimental 1

PSYCH701U4 - Adv Exper Psych 1
Credits: 4
Advanced Experimental 1

PSYCH70200 - Proseminar in Psychology
Credits: 3
An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other HUNTR College faculty and the occasional outside expert.

PSYCH70204 - Adv Exper Psychology
Credits: 4
Advanced Experimental 1

PSYCH702U1 - Advanced Experiments in Psych
Credits: 6
Advanced Experimental 1

PSYCH70300 - Design of Psych Research
Credits: 3
Design of Psychological Research

PSYCH70500 - Statistical Methods Psych I
Credits: 3
Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package. prereq: PSYCH 248 or equivalent 30 hrs lecture, 30 hrs conf or lab, 3 cr

PSYCH70700 - Thesis Seminar
Credits: 3
Thesis Seminar

PSYCH70702 - Thesis Research
Credits: 3
Additional semester of individual research under the supervision of a department faculty member. A formally approved Thesis Proposal and written approval from the faculty sponsor is required. Limited to students working in their MA thesis. prereq: PSYCH 707.01

PSYCH70900 - Proseminar 2
Credits: 3
Proseminar I (Biological)

PSYCH71000 - Adv Physio Psych 1
Credits: 3
An introduction to fundamental methodology in neuroscience research and a focus on the functioning of individual neurons and communication between neurons. This team-taught course is part of a two-term sequence covering fundamental concepts in neuroscience. Neuroscience I is not a prerequisite for Neuroscience II. instructor's permission

PSYCH71004 - Adv Physio Psych II
Credits: 3
Topics in neuroscience, including development of neural patterns, cellular differentiation, pathways and synaptic connections, the genetics of neural development, neural sexual differentiation, neural plasticity and endocrine factors, somatosensation, motor systems, and vision. instructor's permission

PSYCH71100 - Adv Physiological Psych II
Credits: 3
Topics in neuroscience, including development of neural patterns, cellular differentiation, pathways and synaptic connections, the genetics of neural development, neural sexual differentiation, neural plasticity and endocrine factors, somatosensation, motor systems, and vision. instructor's permission

PSYCH7161U - Fld St Animal Behav
Credits: 3
Field Studies in Animal Behavior

PSYCH71651 - Field Studies Animal Behavior
Credits: 3
Field Studies in Animal Behavior

PSYCH71700 - Animl Behav & Conserv Wild
Credits: 3
Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

PSYCH71751 - Fld Std: Animal Behv & Conserv
Credits: 3
Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis. instructor's permission
PSYCH717U0 - Animal Behavior and Captivity
Credits: 3
Animal Behavior and Captivity

PSYCH71900 - Current Research in
Credits: 3
Current Research in

PSYCH72100 - Developmental Psychology 2
Credits: 3
Developmental Psychology 2

PSYCH73500 - Psychology of Perception
Credits: 3
Psychology of Perception

PSYCH73700 - Cognitive Development (S)
Credits: 3
The development of cognition, i.e., the development of higher mental processes. Areas covered include infancy, conceptual development, memory, social cognition, and language.

PSYCH73900 - Res Methods Annu Beh
Credits: 3
Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics. 30 hrs lecture, 30 hrs lab, 3 cr

PSYCH74100 - Exp-V Psychoanalytic Theory
Credits: 3
Evolution of Psychoanalytic Theory

PSYCH74400 - Stress, Trauma, and Resilience
Credits: 3
This course covers the interrelated topics of stress, trauma, and resilience. It uses a clinical science perspective to emphasize both normative (healthy) and pathological physiological and psychological responses to stress and trauma, as well as factors that influence resilience. Students are expected to have a working knowledge of abnormal psychology and research methods. Students will be expected to have completed Research Methods and Abnormal Psychology.

PSYCH74700 - Experimental Social Psychology
Credits: 3
Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multifactor designs; small-n designs; quasi-experimental designs; survey research, laboratory and field research; observational techniques; correlational research. Prereq: a graduate course in statistics 30 hrs lec, 30 hrs lab, 3 cr

PSYCH75003 - Comp. Cogn. Learn
Credits: 3
Comparative Cognition and Learning

PSYCH75049 - Psychology of Emotion
Credits: 3
Psychology of Emotion

PSYCH75051 - Sp Tp: Wmn & Achvmnt
Credits: 3
Sp Tp: Wmn & Achvmnt

PSYCH75054 - Sp Tp: Human Motiva
Credits: 3
Sp Tp: Human Motiva

PSYCH75057 - Stat Tutoring in Psy
Credits: 3
Stat Tutoring in Psy

PSYCH71800 - Ethology
Credits: 3
Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology. Instructor’s permission

PSYCH72000 - Developmental Psy 1
Credits: 3
Developmental Psychology I (S) Topics in Development, Including Pre- and Perinatal Influences On Dev

PSYCH73000 - Psychology of Learning (B, S)
Credits: 3
Psychology of Learning (B, S)

PSYCH73600 - Sensory Psychology
Credits: 3
Sensory Psychology

PSYCH73800 - Cognitive Psychology
Credits: 3
Cognitive Psychology (S) A Theoretical And Experimental Overview of Cognitive Psychology.

PSYCH74000 - Personality
Credits: 3
Personality

PSYCH74200 - Contmp Psychoanalytic Theories
Credits: 3
An exploration of the British object relations theorists and their influence on contemporary psychoanalytic approaches. Students should have some background in basic psychoanalytic theory. Prereq: PSYCH 220 or 676, and PSYCH 223 or permission of the instructor

PSYCH74400 - Social Psychology (S)
Credits: 3
An advanced overview of the field, includes a focus on: the development of social psychological theory; beliefs, attitudes, and social behavior; stereotyping and prejudice, influencing attitudes and changing behavior; interpersonal perception; the self and social identity; social interaction and interpersonal relationships; group dynamics; and implications of social psychology for understanding society.

PSYCH74800 - Psy Th Ethn & Cul Id
Credits: 3
Current research and theory on ethnic and racial identity development, including components of ethnic/racial/cultural identity; historical and conceptual issues; the state of theory and research on ethnic identity as it pertains to particular ethnic groups; racial and ethnic socialization; language and ethnic identity; applications of the ethnic identity construct

PSYCH75030 - Learning & Memory
Credits: 3
Learning & Memory

PSYCH75050 - Gdrr & Achievement
Credits: 3
Gdrr & Achievement

PSYCH75052 - Sp Tp: Ins Hlth Psy
Credits: 3
Special Topics: Issues in Health Psychology

PSYCH75056 - Sp Tp: Lang Acquisitn
Credits: 3
Sp Tp: Lang Acquisitn

PSYCH75058 - Microcomp Practicum
Credits: 3
Microcomp Practicum
Options include face and voice processing, expressions, biological motion, babbling, joint attention, learning, media, and technology. Course will cover some of what we know about the early detection and intervention of autism, and how are these findings rooted in early human infancy.

Topics include face and voice processing, expressions, biological motion, babbling, joint attention, learning, media, and technology. Course will cover some of what we know about the early detection and intervention of autism, and how are these findings rooted in early human infancy.

This course will present Matlab, a powerful programming environment for numerical analysis and visualization. Any kind of data is suitable for Matlab, including images, videos, molecular data, or any quantitative variables. This course is for students at any stage of the research process, from experimental planning and design to final analysis of previously collected data. No prior experience with data analysis or computer programming is required.

A graduate-level course on the basic concepts in memory, language and cognitive development. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.
Hunter College

PSYCH752U0 - Language and Thought
Credits: 3
Language and Thought

PSYCH75400 - App Animal Welf & Behv
Credits: 3
Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g., enrichment and training) and animal welfare assessment tools will be described and evaluated.

PSYCH75600 - Psychopathology II
Credits: 3
Psychopathology II

PSYCH75800 - Conservation Bio Psych
Credits: 3
This course provides an understanding of biodiversity, human impacts on biodiversity, the theory and practice of maintaining biodiversity in a developing world, and the social psychology of motivating action to protect nature.

PSYCH76100 - Measurement of Abilities
Credits: 3
Measurement of Abilities

PSYCH76400 - Personality Measurement
Credits: 3
Personality Measurement

PSYCH77100 - Eth&Leg Iss:Psychgst
Credits: 2
Eth&Leg Iss:Psychgst

PSYCH78300 - Math Models in Psych
Credits: 3
Mathematical Models in Psychology

PSYCH78500 - Adv Physiolgy Psy
Credits: 3
Adv PhysiologPsy

PSYCH79900 - Seminar and Practicum on the
Credits: 3
Seminar and Practicum on the

PSYCH80000 - Sem: Curr Psych Research
Credits: 1
Seminar in Current Psychological Research

PSYCH80103 - Developmental Biopsy
Credits: 3
Developmental Biopsy

PSYCH8014U - Neural & Behav Dev
Credits: 3
Neural & Behav Dev

PSYCH80151 - Animal Orientation
Credits: 3
Animal Orientation

PSYCH80153 - Micro Comp Psych Res
Credits: 3
Micro Comp Psych Res

PSYCH8015U - Sem: Sociobiology
Credits: 3
Sem: Sociobiology

PSYCH8016U - Sem: Animal Commun
Credits: 3
Sem: Animal Commun

PSYCH75300 - Attitude & Attitude Change (S)
Credits: 3
Covers traditional and current theory and research on attitudes and persuasion in social psychology, including attitude formation, structure, and measurement; the link between attitudes and behavior; prejudice and discrimination; and persuasion theories including cognitive dissonance, message learning, fear appeals, and elaboration likelihood.

PSYCH75500 - Psychopathology I (A)
Credits: 3
Familiarizes students with thinking and research about diagnosis, etiology, course and treatment of abnormal behavior. Topics covered include diagnosis and the principles and techniques of assessment; research methodology (experimental and correlational); the schizophrenias, mood disorders, neuroses, personality disorders, and stress reactions.

PSYCH75700 - Animal Thinking & Comm
Credits: 3
This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

PSYCH76000 - Psychometric Methods
Credits: 3
Psychometric Methods

PSYCH76300 - Psychophysical Methods
Credits: 3
Psychophysical Methods

PSYCH76500 - Personality Measurement II
Credits: 3
Personality Measurement II

PSYCH78000 - Quant Methods in Psy
Credits: 3
Quantitative Methods in Psychology

PSYCH78400 - Colloquium
Credits: 1
The fall colloquium is organized by doctoral students in the biopsychology program and includes presentations on a variety of topics by students, faculty and outside speakers. The spring colloquium is a themed set of symposia in which distinguished visiting scientists discuss their work in relation to current issues in the field. instructor's permission, 1 credit The following courses are not offered on a regular basis.

PSYCH79000 - Experimental Psychopharmacol
Credits: 3
Experimental Psychopharmacology

PSYCH799SU - Pract:Tchg of Psych2
Credits: 3
Pract:Teaching of Psychology II

PSYCH80100 - Seminar in Special Topics
Credits: 3
Seminar in Special Topics

PSYCH80140 - Neural & Behav Dev
Credits: 3
Neural & Behav Dev

PSYCH80150 - Seminar: Sociobiology
Credits: 3
Seminar: Sociobiology

PSYCH80152 - Sp Top:Sex Diffrrnt
Credits: 3
Sp Top:Sex Diffrrnt

PSYCH80154 - Psychoanalysis Today
Credits: 3
Psychoanalysis Today

PSYCH80160 - Sem: Animal Communic
Credits: 3
Sem: Animal Communic

PSYCH80170 - Seminar in Emotion
Credits: 3
Seminar in Emotion

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This course is an in depth study of the human body, with emphasis on the neurological, muscular and skeletal systems. Structural interrelationships shall be examined as the interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions. Directed laboratory experiences are comprised of cadaver dissection and study of skeletal materials and anatomical models.
**Differential Diagnosis in Neurological Evaluation**

**Credits:** 1

PT70400 - Ethic-Psychos Dimens

Ethical and Psychosocial Dimensions of Pt Practice

**PT70700 - Research Design and Methods**

Introduction to the scientific methods of inquiry, approaches to data analysis, types of experimental designs and their application to physical therapy research and practice.

**PT70900 - Physical Modalities-Clinical**

Principles and practical application of thermal, mechanical, electromagnetic and other energies in physical therapy is presented. This course is an introduction and comprehensive review of the physical modalities that are commonly employed in the physical therapy clinic for evaluation and treatment of various physical dysfunctions.

**PT74000 - PT Prevention and Intervention**

Physical Therapy Prevention & Intervention

**PT75200 - Low Kinesiology & Asstn**

The structure and function of joints and muscles will be reviewed for the lower extremities and trunk. Clinical applications for posture and gait evaluation are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the lower extremities and trunk.

**PT77000 - Directed Research I**

To provide students with basic patterns of research from review of the literature to the design of an appropriate research project in the clinical physical therapy environment.

**PT77502 - Independent Study**

Independent Study

**PT78000 - Clinical Medicine for PT**

Clinical Medicine for Physical Therapy

**PT79500 - Integumentary Assessment**

The course focuses on evaluation and management of individuals with integumentary dysfunction. Anatomy and physiology of the skin and the principles involved in normal wound healing are presented. Evaluation and management of individuals with burns and wounds based on clinical presentation will be covered in a lecture and practical format. Wound prevention and patient education will also be included as part of integumentary management.

**PT80400 - Introduction: Neurological Pt**

Introduction to Neurological Pt

**PT80600 - Clinical Experience I**

The first of four clinical internships in an acute care hospital setting or other setting appropriate for the objectives of this course. Under the supervision of a licensed physical therapist, the student will integrate and apply course work to provide quality care in the evaluation and treatment of patients with a variety of diagnoses.

**PT80800 - Diff Dx in Neuro Evaluation**

Differential Diagnosis in Neurological Evaluation

**PT70600 - Upper Extremity Kinesiology**

The structure and function of joints and muscles will be reviewed for the upper extremities, head, and neck. Clinical applications for functional movement and biomechanical principles are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the upper extremities, head, and neck. Prerequisite: Acceptance into the Physical Therapy Program.

**PT70800 - Human Physiology&Exercise**

Human Physiology and Exercise Physiology

**PT73500 - Pt Health Promotion**

Pt Health Promotion

**PT75100 - Structure & Function of the Nervous System**

Structure and Function of the Nervous System

**PT75500 - Intro: Clinical Education**

This course is designed to introduce the student to the principles and theories of educational and clinical strategies.

**PT77501 - Independent Study**

Independent Study

**PT77502 - Independent Study**

Independent Study

**PT79000 - Pulmonary Physical Therapy**

Pulmonary Physical Therapy

**PT80300 - Diff Diag & Inter Clin Ortho I**

Differential Diagnosis & Intervention in Clinical Orthopedics I

**PT80500 - Musculoskeletal Examination I**

Basic examination techniques utilizing selective tissue tension tests that will be applied to evaluate and diagnose lower extremity orthopedic conditions. Joint and soft tissue mobilization techniques and specific exercises will be applied as the Physical Therapy intervention for these diagnoses.

**PT80700 - Prop Neuro Facilitation**

The historical and theoretical framework of Proprioceptive Neuromuscular Facilitation (PNF) will serve as the foundation for learning these specialized hands-on exercise techniques. Students will apply the principles for training of the trunk and extremity musculature to potential patients with musculoskeletal, neuromuscular, and cardiopulmonary dysfunction.

**PT80900 - Directed Research 2**

Implement the research project at the designated locations and start data collection once all IRB approval(s) are in hand. Continue until data collection is completed.
This course provides the student with the physiological basis and techniques of the electrodagnostic evaluation of the neuromuscular system through the use of nerve conduction studies and needle electromyography. Students learn the application of these techniques to the upper and lower extremities, and the interpretation of results/reports through case studies. Surface and needle kinesiological electromyographic recordings for research application will be examined.
This is the second of four clinical externship placements throughout the curriculum. A ten-week full-time placement is required for this clinical education experience. The purpose of the placement is to provide a hands-on patient care environment under the supervision of a licensed physical therapist. Clinical faculty serve as the direct instructors providing students with regular feedback. Students and CIs are monitored by the Director of Clinical Education (DCE) during this second clinical education experience.

**PT88800 - Dir Rrch Hl: Present Tactics**
Credits: 1
Strategies for effective presentation of research findings in a professional forum.

**PT88900 - Clinical Experience 4**
Credits: 4.5
This is the fourth of four clinical internship placements throughout the curriculum.

**RAS70100 - Rus Before Grt Refrm**
Credits: 3
Rus Before Grt Refrm

**RAS70300 - Post-Soviet Politics**
Credits: 3
Post-Soviet Politics

**RAS70600 - Rus Intell Cur1962OC**
Credits: 3
Rus Intell Cur1962OC

**RAS70800 - Theory-Dem Soc&Comm**
Credits: 3
Theory-Dem Soc&Comm

**RAS71000 - Ussr & Eastern Europ**
Credits: 3
Ussr & Eastern Europ

**RAS72100 - Soviet Economy**
Credits: 3
Soviet Economy

**RAS72200 - Econ Reltns Sov Bloc**
Credits: 3
Econ Reltns Sov Bloc

**RAS73100 - Geography of the USSR**
Credits: 3
Geography of the USSR

**RAS74100 - XIX Century Russian Literature**
Credits: 3
XIX Century Russian Literature

**RAS74200 - 20th C Russ Lit**
Credits: 3
20th C Russ Lit

**RAS74400 - Sov Nov:Art&Ideology**
Credits: 3
Sov Nov:Art&Ideology

**RAS74600 - Rus Fikr Myths-Trad**
Credits: 3
Rus Fikr Myths-Trad

**RAS74900 - Tolstoy&Dostoyevsky**
Credits: 3
Tolstoy&Dostoyevsky

**RAS77100 - Colloq in Russ Hist**
Credits: 3
Colloq in Russ Hist

**RAS77122 - Religion in Rus Hist**
Credits: 3
Religion in Rus Hist

**RAS77154 - Sov Foreign Policy**
Credits: 3
Sov Foreign Policy

**RAS77155 - Russ Intelligentsia**
Credits: 3
Russ Intelligentsia

**RAS77158 - Russo-European Diplo**
Credits: 3
Russo-European Diplo

**PT88700 - Clinical Decision Making**
Credits: 1
This seminar will bring students together to integrate clinical decision making through case studies, case scenarios, administrative issues and the resolution of conflict within the workplace.

**PT88900 - Clinical Experience 3**
Credits: 4.5
This is the third of four clinical internship placements throughout the curriculum.

**PT89500 - Dir Research IV. Manu Prep**
Credits: 1
Students will complete the research project and prepare a publishable manuscript.

**RAS70200 - Rus Fr Grt Ref-Pres**
Credits: 3
Rus Fr Grt Ref-Pres

**RAS70400 - Usr&Wld Comm Mmnt**
Credits: 3
Usr&Wld Comm Mmnt

**RAS70700 - Soviet Forgn Policy**
Credits: 3
Soviet Forgn Policy

**RAS70900 - Soviet Admin & Law**
Credits: 3
Soviet Admin & Law

**RAS71200 - Natnlpies&Hist Dev**
Credits: 3
Natnlpies&Hist Dev

**RAS72151 - Comp Eco Systems**
Credits: 3
Comp Eco Systems

**RAS72300 - Econ Tran E Ur & Fsu**
Credits: 3
Econ Tran E Ur & Fsu

**RAS74400 - Sov Nov:Art&Ideology**
Credits: 3
Sov Nov:Art&Ideology

**RAS74500 - Hist Russ Lit Lang**
Credits: 3
History Russian Literature Language

**RAS74700 - Russian&Soviet Drama**
Credits: 3
Russian&Soviet Drama

**RAS74901 - Tolstoy & Dstevsky**
Credits: 3
Tolstoy & Dstevsky

**RAS77151 - Russ&Sov Th-Herz/Trot**
Credits: 3
Russ&Sov Th-Herz/Trot

**RAS77153 - Probs in Rus Cul His**
Credits: 3
Probs in Russian Cultural History

**RAS77155 - Polit Dissent/Russia**
Credits: 3
Polit Dissent/Russia

**RAS77157 - Images of Society**
Credits: 3
Images of Society

**RAS77159 - Comm & Cult-Sov Soc**
Credits: 3
Community and Culture - Soviet Society
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Hunter College

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Hunter College

RAS78963 - Soc Int'l System
Credits: 3
Soc Int'l System

RAS78965 - Super Powers in Decline
Credits: 3
Super Powers in Decline

RAS78967 - Sel Tpcs:Total & Dict
Credits: 3
Sel Tpcs:Total & Dict

RAS78969 - Pol Poltl Romtcsm
Credits: 3
Pol Poltl Romtcsm

RAS78971 - Soc Cult in E Europe
Credits: 3
Soc Cult in E Europe

RAS78973 - Civ Soc in E. Europe
Credits: 3
Civ Soc in E. Europe

RAS78975 - Trans from Auth Rule
Credits: 3
Trans from Auth Rule

RAS78978 - Pol Eco-Eastn Euro
Credits: 3
Pol Eco-Eastn Euro

RAS78980 - European Security
Credits: 3
European Security

RLNG70100 - Intro to Rom Ling 1
Credits: 3
Comparative study of evolution of French, Italian, and Spanish. (Required for MA in Arts and Sciences, if RLNG 702 is not taken.)

SCL70000 - Ethical Conduct
Credits: 3
Ethical Conduct

SEDC70800 - Clin. Experiences 1 (7-12)(KC)
Credits: 3
Requires a minimum of 50 hours of clinical experiences in grade 7-12 classrooms. Teacher candidates will engage in experiences focusing on adolescent learners, assessment, curriculum planning, and instruction. Clinical Supervisors will support and evaluate teacher candidates.

SEDC71000 - Bldg Fnds of Lit. Adodc Edu
Credits: 3
Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

Credits: 3
Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7-12.

SEDC71400 - English Education Methods 1
Credits: 3
English Education Methods 1

SEDC7160 - Math:Curr & Meth 7-12
Credits: 3
For students pursuing certification in middle school general education. Teacher candidates will develop an understanding of the content of middle school mathematics programs and curricula and formulate teaching methodology for the meaningful learning of mathematics. Strong emphasis will be placed on teaching students with special needs and English language learners.

RAS78964 - Minorities in Eastern Europe
Credits: 3
Minorities in Eastern Europe

RAS78966 - Selected Topics: Cold War
Credits: 3
Selected Topics: Cold War

RAS78968 - Solidity & Beyond
Credits: 3
Solidity & Beyond

RAS78970 - War and Occupation
Credits: 3
War and Occupation

RAS78972 - Russian Science Fic
Credits: 3
Russian Science Fic

RAS78974 - Church & State
Credits: 3
Church & State

RAS78976 - Ethn&Nat in Pst Ussr
Credits: 3
Ethn&Nat in Pst Ussr

RAS78977 - Gov&Pol East Eur
Credits: 3
Government and Politics Eastern Europe

RAS79990 - Thesis Seminar
Credits: 3
Thesis Seminar

SCI70000 - Ethical Conduct
Credits: 3
This course provides Adolescent English Education teacher candidates with knowledge about, and classroom strategies for, the integration of writing and digital literacies for 7-12 classrooms.

SEDC70700 - Methods - Writing & Literacies
Credits: 3
This course provides Adolescent English Education teacher candidates with knowledge about, and classroom strategies for, the integration of writing and digital literacies for 7-12 classrooms.

SEDC70900 - Clin. Experiences 2 (7-12)(KC)
Credits: 3
Requires a minimum of 50 hours of clinical experiences in grade 7-12 classrooms. Teacher candidates will engage in experiences focusing on adolescent learners, assessment, curriculum planning, and instruction. Clinical Supervisors will support and evaluate teacher candidates.

SEDC71100 - Yng Adlt Literature
Credits: 3
Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

SEDC71300 - Adv Teaching Math & Science
Credits: 3
Examines the interrelationship between the educational environment and the adolescent’s learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

SEDC71500 - Adv Curr Dev US Hist Grds 7-12
Credits: 3
Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

SEDC71700 - Socst:Curr & Meth 7-12
Credits: 3
For students pursuing certification in middle school general education. Teacher candidates will develop an understanding of the content of middle school social studies programs and curricula and formulate teaching methodology for the meaningful learning of social studies. Strong emphasis will be placed on teaching students with special needs and English language learners.
This course of study is designed to prepare participants for the teaching of science as special education generalists in grades 7-12 in New York City public schools. Participants will have an opportunity to (1) become knowledgeable about fundamental skills and concepts related to the adolescent science curriculum, (2) develop teaching strategies and appropriate assessment techniques related to adolescent science that incorporate NYS and NYC standards, (3) understand and use a variety of teaching strategies that encourage students' development of critical thinking, problem solving and performance skills, and (4) differentiate instruction for diverse learners, including students with disabilities and English language learners.

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

Methods 2: Advanced Study of Teaching English Methods to a Diverse Population in Grades 7-12

Methods 2: Intensive Study of Teaching Diverse Learners in Languages other than English, 7-12

Methods 2: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7-12

Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12
Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

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

Students who enroll in SEDC 762.11 must also complete SEDC 762.21 or SEDC 772.21. Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

Students who enroll in SEDC 762.13 must also complete SEDC 762.23 or SEDC 772.23. Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

Students who enroll in SEDC 762.22 must also complete SEDC 762.12 or SEDC 772.12. Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

Students who enroll in SEDC 763.10 must also complete SEDC 763.20 or SEDC 773.20. Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a HUNTR College faculty member and a certified mathematics teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

Students who enroll in SEDC 763.20 must also complete SEDC 763.10 or SEDC 773.10. Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
in the program. This course may be repeated only once.

SEDC76413 - Std. Tch: Phys 7-9
Credits: 3
Students who enroll in SEDC 764.13 must also complete SEDC 764.23 or SEDC 774.23. Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

SEDC76421 - Std Tch: Bio 10-12
Credits: 3
Students who enroll in SEDC 764.21 must also complete SEDC 764.11 or SEDC 774.11. Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a HUNTR College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

SEDC76423 - Std. Tch: Phy 10-12
Credits: 3
Students who enroll in SEDC 764.23 must also complete SEDC 764.13 or SEDC 774.13. Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

SEDC76411 - Std Tch: Bio 7-9
Credits: 3
Students who enroll in SEDC 764.11 must also complete SEDC 764.21 or SEDC 774.21. Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a HUNTR College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

SEDC76420 - Std. Tch: Ss 10-12
Credits: 3
Students who enroll in SEDC 764.20 must also complete SEDC 764.10 or SEDC 775.10. Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

SEDC76610 - Std Tch: Msc Pre-K-6
Credits: 3
Students who enroll in SEDC 766.10 must also complete SEDC 765.20 or SEDC 775.20. Teacher candidates complete 30 days of student teaching at grades PreK-6 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

SEDC77110 - Pract: Eng 7-9 (KC)
Credits: 2
Supervised practicum for teachers of English in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 771.10 must also take either SEDC 761.20 or SEDC 771.20. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC77150 - Supervised Tchg English (KC)
Credits: 4
Full-semester culminating clinical experience in classrooms where the teacher candidate has a full time position aligned with the area in which they are seeking certification. Teacher candidates are supervised by a Hunter Clinical Supervisor. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC76412 - Student Teaching: Chem 7-9
Credits: 3
Students who enroll in SEDC 764.12 must also complete SEDC 764.22 or SEDC 774.22. Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

SEDC76414 - Std. Tch: E.Sci 7-9
Credits: 3
Students who enroll in SEDC 764.14 must also complete SEDC 764.24 or SEDC 774.24. Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.

SEDC76422 - Std. Tch Chem 10-12
Credits: 3
Students who enroll in SEDC 764.22 must also complete SEDC 764.12 or SEDC 774.12. Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

SEDC76424 - Std Teach Earth Sci Gra 10-12
Credits: 3
Students who enroll in SEDC 764.24 must also complete SEDC 764.14 or SEDC 774.14. Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.

SEDC76520 - Std. Tch: Ss 10-12
Credits: 3
Students who enroll in SEDC 765.20 must also complete SEDC 765.10 or SEDC 775.10. Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

SEDC76620 - Std. Tch: Music 7-12
Credits: 3
Students who enroll in SEDC 766.20 must also complete SEDC 765.10 or SEDC 775.10. Teacher candidates complete 30 days of student teaching at grades 7-12 under the supervision of a HUNTR College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

SEDC77120 - Pract: Eng 10-12 (KC)
Credits: 3
Supervised practicum for teachers of English in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 771.20 must also take either SEDC 761.10 or SEDC 771.10. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC77211 - Pract: Fren 7-9 (KC)
Credits: 2
Supervised practicum for teachers of French in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.11 must also take either SEDC 762.21 or SEDC 772.21. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
Supervised practicum for teachers of Spanish in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.13 must also take either SEDC 764.21 or SEDC 774.21. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Supervised practicum for teachers of Italian in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.21 must also take either SEDC 762.11 or SEDC 772.11. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Supervised practicum for teachers of Italian in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.23 must also take either SEDC 762.13 or SEDC 772.13. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Supervised practicum for teachers of French in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.23 must also take either SEDC 762.13 or SEDC 772.13. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Supervised practicum for teachers of Spanish in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.23 must also take either SEDC 762.13 or SEDC 772.13. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Supervised practicum for teachers of Italian in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.23 must also take either SEDC 762.13 or SEDC 772.13. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

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Supervised practicum for teachers of French in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.23 must also take either SEDC 762.13 or SEDC 772.13. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Full-semester culminating clinical experience in classrooms where the teacher candidate has a full time position aligned with the area in which they are seeking certification. Teacher candidates are supervised by a Hunter Clinical Supervisor. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Full-semester culminating clinical experience in classrooms where the teacher candidate has a full time position aligned with the area in which they are seeking certification. Teacher candidates are supervised by a Hunter Clinical Supervisor. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Full-semester culminating clinical experience in classrooms where the teacher candidate has a full time position aligned with the area in which they are seeking certification. Teacher candidates are supervised by a Hunter Clinical Supervisor. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Full-semester culminating clinical experience in classrooms where the teacher candidate has a full time position aligned with the area in which they are seeking certification. Teacher candidates are supervised by a Hunter Clinical Supervisor. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
Supervised practicum for teachers of chemistry in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.24 must also take either SEDC 764.14 or SEDC 774.14. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC77510 - Prac: SS 7-9 (KC)
Credits: 2
Supervised practicum for teachers of social studies in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 775.10 must also take either SEDC 765.20 or SEDC 775.20. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC77550 - Supervised Tchg Soc.Sud.(KC)
Credits: 4
Full-semedian culminating clinical experience in classrooms where the teacher candidate has a full time position aligned with the area in which they are seeking certification. Teacher candidates are supervised by a Hunter Clinical Supervisor. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC77610 - Prac: Music Prek-6 (KC)
Credits: 2
Supervised practicum for teachers of music in grades Pre-K-6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 776.10 must also take either SEDC 766.20 or SEDC 776.20. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDC77650 - Supervised Tchg Music (KC)
Credits: 4
Supervision of students holding full time music teaching positions. Will occur onsite at their place of work. Teachers will be assigned a highly qualified mentor a Hunter Clinical Supervisor. Emphasis is placed on growth and development as teachers. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SEDF70040 - Adol. Dev. Gr. 7-12
Credits: 2
The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity. English proficiency and varying levels of ability.

Credits: 3
Prepares teacher candidates to think about how adolescents develop and learn. Emphasis is placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
Hunter College

SEDF70600 - Assmt of Adol. Ed.
Credits: 2
Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

SEDF72000 - Ed Psych: Lrning. & Motivation
Credits: 3
This course provides foundational psychological knowledge about early adolescents' and adolescents' learning and motivation, and the importance of learning context. Fieldwork will reinforce and illustrate the application of educational theories and research in actual classrooms.

SOC79012 - Votrs Cndt Campaigns
Credits: 3

SOC79101 - Indep Study
Credits: 3

SPAN60100 - Adv:Superior Span Gram/Writng
Credits: 3
A. SPAN 601 is a grammar and writing course that targets Superior level functions, such as analysis and argumentation. B. SPAN 601 is designed to foster the transition from Advanced to Superior level writing ability as defined by the American Council on the Teaching of Foreign Language (i.e., descriptions, narrations, and expositions to essays consisting of analyses and argumentation) in Spanish. Multiple readings on topics of current and general interest (education, immigration/multiculturalism, gender/the family, power/politics, communication, nature/technology and science) are analyzed to serve as models for assignments consisting of brief but formal academic papers. SPAN 601 also emphasizes Superior level grammar, linguistic functions, and stylistic and rhetorical conventions. C. Six 600-750 word papers due each week. Midterm and Final Examinations. One 2,000 word paper, due at the end of the semester.

SPAN61200 - Mjr Athrs:Span Barqu
Credits: 3

SPAN61400 - Span Lit of 19th C
Credits: 3

SPAN61500 - Contemporary Spanish Literat
Credits: 3

SPAN61600 - Spanish-American Literature
Credits: 3

SPAN61700 - Span Amr Lit:Mod-Con
Credits: 3

SPAN70000 - History of Span Lang
Credits: 3

SPAN70300 - Intro to Methods Res
Credits: 3

SPAN70400 - Span Theatre-19 & 20 C
Credits: 3

SPAN70500 - Lyr Poet-Garclso Gng
Credits: 3

SPAN70600 - Nonfict Pr Goldn Age
Credits: 3

SPAN70700 - Span Novel 16th & 17th Century
Credits: 3

SPAN70800 - Theatre Before Lope De Vega
Credits: 3

SPAN70900 - Spanish Comedia
Credits: 3

SPAN71000 - Spanish Theatre before Lope de Vega
Credits: 3

SPAN71100 - Spanish Theatre from the 19th Century to the Present
Credits: 3

SPAN71200 - Cervantes-Don Quijote
Credits: 3

SPAN71300 - Don Quijote
Credits: 3

SPAN71400 - The Modern Essay in Spain
Credits: 3

SPAN71500 - Contemporary Spanish Poetry
Credits: 3

SPAN71600 - From early chronicles to Neoclassicism
Credits: 3

SPAN71700 - Development of Spanish American novel and short story since Modernism.
SPAN76450 - Spanish American Fiction II
Credits: 3

SPAN76600 - Sp Am Pt:Postnd-Pres
Credits: 3

SPAN76800 - Lit of Memory in Latin Amer
Credits: 3

The course studies literary and filmic texts shaped by the upheavals of the period of military dictatorships in Latin America, from the late 1970s through the 1990s. Some of the questions raised by this rich corpus are the following: How can political violence be represented artistically? What are the limits, ethical and otherwise, of such representations? How does memory shape and define our understanding of traumatic historical events? After devastation, how can literary and filmic texts contribute to mourning and community building?

SPAN77000 - Spanish-American Theater 2
Credits: 3

SPAN77800 - Spanish-American Thought II
Credits: 3

Continuation of SPAN 777. Study of the main currents of thought that led to the present characteristics of Spanish America from the end of the 19th century to the present.

SPAN79101 - Golden Age Prose
Credits: 3

Golden Age Prose

SPAN79150 - Sp Stds: Galdos
Credits: 3

Sp Stds: Galdos

SPAN79152 - Sp Stds in Spanish
Credits: 3

Sp Stds in Spanish

SPAN79154 - Topic: Romancero
Credits: 3

Topic: Romancero

SPAN79156 - Span Lit Hist Topics
Credits: 3

Spanish Literature Historical Topics

SPAN79158 - Lope De Veg Contexto
Credits: 3

Lope De Veg Contexto

SPAN79160 - Civil War in Contemp Span Lit
Credits: 3

The Civil War in Contemporary Spanish Literature

SPAN79163 - Hist Evol & Cur Trends in Ling
Credits: 3

Spanish Then & Now: History, Evolution, and Current Trends in Linguistics

SPAN79165 - Ghosts Lat Am Haunt Lit & Film
Credits: 3

Ghosts of Latin America - Haunting in Literature and Film

SPAN79188 - Surv Sp-Amer Theatre
Credits: 3

Survey of major trends in Spanish-American dramatic literature from colonial days to the present, with emphasis on the second half of the 20th century.

SPAN79650 - Sp Am Pt1:Neocl-Modn
Credits: 3

Spanish-American poetry from 1a Independencia to World War I. Attention paid to development of prosa artística during Modernista period.

SPAN79700 - Span American Essay
Credits: 3

SPAN79700 - Spanish-American Thought 1
Credits: 3

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

SPAN797100 - Sp St: Spanish Lit
Credits: 3

Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

SPAN797110 - Pst Civil War Sp Literature
Credits: 3

Post-Civil War Spanish Literature

SPAN79751 - Sp Stds. Span Poetry
Credits: 3

Sp Stds. Span Poetry

SPAN79753 - Span Post Mod Poetry
Credits: 3

SPAN79755 - Linguistic Minorite
Credits: 3

Linguistic Minorite

SPAN79757 - Picaresque Novel
Credits: 3

Picaresque Novel

SPAN79759 - Golden Age Prose
Credits: 3

Golden Age Prose

SPAN79761 - Gen of 1898 & Avant Garde
Credits: 3

The Generation of 1898 and Avant Garde Movement

SPAN79764 - Golden Age Poetry
Credits: 3

Golden Age Poetry

SPAN79767 - Spanish Drama of Golden Age
Credits: 3

Spanish Drama of Golden Age

SPAN79760 - Spec St Span Am Lit
Credits: 3

Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

SPAN79790 - Sp Am Mod & Postmd
Credits: 3

Spanish-American Modernism and Postmodernism

SPAN79794 - Colonial
Credits: 3

Colonial

SPAN79795 - Mujeres que Cuentan
Credits: 3

Mujeres que Cuentan

SPAN79797 - Women Writers & Lat Am
Credits: 3

Women Writers and Latin America
software, web resources, and assistive technology for students with severe
and their multiple uses. Also, overview of specialized computer curriculum
ment retardation, and behavioral disorders. Focus on select number of tools
applications for supporting students with learning disabilities, mild, moderate

Credits: 1
SPED70500 - Instruct Tech-Spec Ed

Credits: 1
Computer lab course focused on both broadly based and specialized
applications for supporting students with learning disabilities, mild, moderate
mental retardation, and behavioral disorders. Focus on select number of tools
and their multiple uses. Also, overview of specialized computer curriculum
software, web resources, and assistive technology for students with severe
disabilities.

Spanish American Woman Poets
Credits: 3
SPAN79653 - Spanish American Woman Poets

SPAN79655 - Sp Stdy Spn-Amer Lit
Credits: 3

SPAN79657 - La Iden Hisam Ensayo
Credits: 3
La Iden Hisam Ensayo

SPAN79659 - Latino Identity: NY
Credits: 3
Advanced seminar for intensive study of particular writer, trend, specialized
problem of language or literature under guidance of specialist. Research and
critical analysis as well as appraisal of secondary and primary sources.

SPAN79661 - Pst Col Lit of Hispanophone Is
Credits: 3
Post Colonial Literature of the Hispanophone Island

SPAN79664 - Latin American Essay
Credits: 3
Latin American Essay

SPAN79667 - His Lat Carib Trsn Sprn Syst
Credits: 3
Hispanophone Literature of the Caribbean and Transatlantic Spanish System

SPAN79900 - Thesis Seminar
Credits: 3
Thesis Seminar

SPED70050 - Soc, Hist & Philosphcal Fndtns
Credits: 3
Current and historical views of individuals with disabilities; legal, social, and
educational perspectives; definition of populations; effects of disabilities on
social, emotional and psychological development. Review of issues and themes
in the social foundations of general and special education viewed from an
interdisciplinary perspective that accounts for race, culture, class, language,
gender, and disability.

SPED70051 - Adv Ld: Assessment
Credits: 3
Adv Ld: Assessment

SPED70250 - Clrm Mgmt:SpEd&Incl Set
Credits: 3
Develops skills in using a variety of approaches to ameliorate classroom
management problems of students with disabilities affecting learning and
behavior. Includes behavior modification methods, communication strategies
and psychoeducational approaches. This course is for students in the
Severe/Multiple Disabilities Including Deafblindness Program and Blind and
Visually Impaired Program.

SPED70400 - English lang W/Special Needs
Credits: 1
Overview of issues and best practices for teaching English as a second language
to learners with disabilities and special education needs. Techniques for
distinguishing language-related issues from disability-related learning and
behavioral characteristics. Methods for developing and adapting teaching and
materials specifically for second language learners who have disabilities.

SPED70500 - Instruct Tech-Spec Ed
Credits: 2
Computer lab course focused on both broadly based and specialized
applications for supporting students with learning disabilities, mild, moderate
mental retardation, and behavioral disorders. Focus on select number of tools
and their multiple uses. Also, overview of specialized computer curriculum
software, web resources, and assistive technology for students with severe
disabilities.
SPED70600 - Strateg/Curr:Sev Dis  
Credits: 3  
Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

SPED70651 - Strateg/Curr:Sev Dis  
Credits: 1  
Strateg/Curr:Sev Dis

SPED70751 - Adv Ld: Research Sem  
Adv Ld: Research Sem

SPED70900 - Positive Class Culture, 7-12  
Credits: 3  
Participants will explore the benefits and challenges of creating and maintaining positive classroom climates in an inclusive setting. The course will be centered around building restorative practices that will lead to positive classroom culture. Participants will gain an understanding of Positive Behavior Intervention Strategies (PBIS) and how these PBIS strategies can be successfully implemented in the classroom. Course participants will understand the importance of building and maintaining individual positive relationships within the classroom, especially with adolescents. The course will examine educational theories and historical practices that have led to an increased emphasis on collaborative education and culturally sustaining practices to serve culturally, linguistically, racially, and neurodiverse learners. We will pay particular attention to the role of special educators in collaborative programs, including aspects of curriculum, instructional adaptations and modifications, classroom management, interpersonal and inter-professional relationships. Above all, the course aims to equip all educators with practical strategies for a flexible approach towards teaching and working within diverse educational structures for all adolescent students. Throughout the course, participants will develop the ability to create clear classroom procedures and expectations in the inclusive classroom with input from their students in order to lay a foundation of mutual respect. 3 credits, includes 25 hours of field experience.

SPED71051 - Indep Study-Spec Ed  
Credits: 1  
Designed to allow advanced students to further their understanding and skill within special education. Students must obtain the approval and participation of a special education adviser to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED71053 - Indep Study-Spec Ed  
Credits: 3  
Designed to allow advanced students to further their understanding and skill within special education. Students must obtain the approval and participation of a special education adviser to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED71152 - Indep Study-Deaf/Hard-of-Hear  
Credits: 2  
Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education. Students must obtain the approval and participation of their adviser to take SPED 711.52 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED71153 - Indep Study-Deaf/Hard-of-Hear  
Credits: 3  
Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education. Students must obtain the approval and participation of their adviser to take SPED 711.52 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED70500 - Teaching Students Special Needs  
Credits: 3  
Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program. Educating students who have learning disabilities, behavior disorders, and mild intellectual disability will be our primary focus – though we will also inevitably address issues related to individuals with other disabilities. The course will examine educational theories and historical practices that have led to an increased emphasis on “collaborative education” to serve students with disabilities.

SPED70N01 - AC Practicum Adolescent Special Education  
Credits: 1  
Alt Cert Practicum Adolescent Special Education
SPED72500 - Stud Tch: Learn Disab 1-6 (KC)
Credits: 3
A seminar along with in-school and video supervision, and feedback in the context of day-to-day practical work focused on skillful interactions with special learners individually and in small groups, foundation building and grade-level content mastery, specialized instructional skills, and understanding of students' individual special characteristics and needs. These lay the foundations for ongoing self-propelled specially-designed instruction of students with special needs. Students receiving a grade of B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED72450 - Writ Studnt w/Disabl Meth 3 (KC)
Credits: 2
In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED72400 - Writ Studnts w/LD Methds 3 (KC)
Credits: 2
In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED72350 - Math Stud w/Disabil non-LD Spc
Credits: 2
Principles, methods, and specially designed mathematics instruction for students with disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED72300 - Math Studnts w/Learn Disab (KC)
Credits: 2
This course explores principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED72200 - Study of ASL Ed Ling
Credits: 2
Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. Differences are highlighted between ASL and English linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course.

SPED72150 - Math Stud w/Learner non-LD Spc
Credits: 2
In-depth study of one area relevant to teaching students with disabilities. Topics in Special Education: Iti Practicum: Visual Imp This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED72100 - American Sign Language 2
Credits: 2
This intensive course continues material covered in SPED 720. Emphasizes increased communicative competence in ASL, as well as grammar, vocabulary, and receptive and expressive skills.

SPED72000 - American Sign Language I
Credits: 2
An intensive first course in American Sign Language (ASL), designed to establish a foundation of ASL communicative competence. Emphasizes ASL grammar, vocabulary, receptive and expressive skills, fingerspelling, numbers, and spatial and pronominal reference.

SPED71351 - Topics in Special Ed
Credits: 1
Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education. Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED71252 - Indep Study-Blind/Visual Imp
Credits: 2
Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education. Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED71251 - Indep Study-Blind/Visual Imp
Credits: 1
Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education. Students must obtain the approval and participation of their adviser to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

SPED712450 - Writ Studnt w/Disabl Meth 3 (KC)
Credits: 2
In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED712550 - Sprv Prac: LD Grds 1-6 (KC)
Credits: 1
A seminar, along with in-school and video supervision and feedback in the context of day-to-day practical work focused on skillful interactions with special learners individually and in small groups, foundation building and grade-level content mastery, specialized instructional skills, and understanding of students' individual special characteristics and needs. These lay the foundations for ongoing self-propelled specially-designed instruction of students with special needs. Students receiving a grade of B in fieldwork must apply to the chairperson for permission to re-register for the course. Fieldwork may be repeated only once. Students who receive a grade lower than B on their second attempt may not repeat the course and may not continue in the program. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
SPED72600 - Stdtnt Teach LD 1-6 (Pt 2) (KC)
Credits: 3
This student teaching seminar and supervision is the first of two semester long experiences intended to provide supported teaching, practical knowledge, and increased facility with specialized practices when working with students with special learning needs. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED73000 - Education of Deaf/HH
Credits: 2
History of theory, practice and conceptualizations in the education of students who are deaf and hard-of-hearing. The study of language acquisition (English and ASL), bilingualism, and learning English as a second language in hearing and deaf children. Linguistic understanding and analysis of the components of language proficiency. Educational settings, issues of inclusion, and use of technology.

SPED73300 - Math/Adap:Deaf/Hard-of-Hear#2
Credits: 3
Methods for assessing and teaching deaf and hard-of-hearing students in mathematics, science, social studies, other content areas, and time/space organization. Focus on math concept development and compensations; reading/writing and the arts across the curriculum, and organizational strategies for school, home and life.

SPED73600 - Aural Rehab: Deaf/HH
Credits: 3
Principles and methods of teaching speech and auditory training. Methods, procedures and materials used in development of oral communication, supports for inclusive settings and use of technology.

SPED73750 - St Tch:Deaf/HH Pr+6 (KC)
Credits: 2
Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED73752 - Practic:Deaf/HH, Pr+6
Credits: 2
Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student teaching field experience as well as supervised. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

SPED73760 - Practic:Deaf/HH Pr+2 (KC)
Credits: 2
Supervised student teaching/supervised practicum placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience or clinical teaching (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology and family influences. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED72650 - Supv Practic: LD 1-6 (Pt 2) (KC)
Credits: 3
This practicum seminar is intended to provide supported teaching experiences, practical knowledge, and increased facility with specialized practices when working with students with special learning needs. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED73100 - Rdg/Writing:Deaf/Hard-of-Hear#1
Credits: 3
Theoretical and practical aspects of deaf children's receptive and expressive language use. Instructional procedures used to facilitate language acquisition in deaf and hard-of-hearing children and their learning to read and write. Assessment, instructional procedures, specific remediation techniques, and technology supports.

SPED73500 - Spch Dev/Rem:Deaf/Hard-of-Hear
Credits: 3
Psycho-acoustic aspects of speech sounds and their relationship to speech acquisition in hearing and deaf children. Effects of various degrees of hearing loss on speech acquisition; sense modalities in speech production; typical voice and speech errors in deaf and hard-of-hearing children; methods, procedures, materials, and technology used for speech development and remediation; inclusion of deaf and hard-of-hearing students.

SPED73700 - Stdt Teach:Deaf/HOH, Pr+12 (KC)
Credits: 4
Supervised student teaching placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED73751 - St Tch:Deaf/HH, 7-12 (KC)
Credits: 2
Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

SPED73753 - Practic:Deaf/HH, 7-12
Credits: 2
Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

SPED73761 - Practic:Deaf/HHLGd1-6 (KC)
Credits: 2
Supervised student teaching/supervised practicum placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student teaching field experience or clinical teaching (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
SPED73762 - Pract:Deaf/Hh,Gd5-9 (KC)
Credits: 2
Supervised student teaching/supervised practicum placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience or clinical teaching (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology and family influences. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED74000 - Mod & Ed Impl of Visual (KC)
Credits: 2
Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning, interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED74200 - Curr/Instruct-Vis Imp
Credits: 3
Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.

SPED74400 - Assistive Tech-Vi Ims
Credits: 3
Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

SPED74600 - Ed Implic-Deafblind
Credits: 3
Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

SPED74800 - St Tch 1: B/V, Pr-12 (KC)
Credits: 4
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired at two grade levels that do not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, adapting sensory environments, selecting appropriate learning media, adapting curriculum through tactile graphics, developing IEPs, and forming partnerships with families. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED74851 - St Tch 1: B/6, 7-12 (KC)
Credits: 2
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
SPED74853 - Pract 1: B/6, 7-12 (KC)  
Credits: 2  
Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED74855 - St Tch 2: B/VI, 7-12 (KC)  
Credits: 1  
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED74857 - Pract 2: B/VI, 7-12 (KC)  
Credits: 1  
Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED75050 - Study/Behavior Dis  
Credits: 3  
Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavioral disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual’s behavior and customs.

SPED75100 - Meth/Mat:Behav Dis (KC)  
Credits: 3  
Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED75200 - St Tch: Bd, 1-3/4-6  
Credits: 4  
Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes such as family influences.

SPED75251 - St Tch: Bd, 4-6 (KC)  
Credits: 2  
Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED74854 - St Tch 2: B/VU/P-6 (KC)  
Credits: 1  
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED74856 - Practicum II: Blind & VI (KC)  
Credits: 1  
Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED74900 - O&M/Spec Populations  
Credits: 3  
An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

SPED75051 - Study & Behavior Disorder (KC)  
Credits: 1  
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED75151 - Meth/Mat:Behav Dis  
Credits: 3  
Meth/Mat: Behav Dis

SPED75250 - St Tch: Bd, 1-3  
Credits: 2  
Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes such as family influences.

SPED75252 - Practicum: Bd, 1-3  
Credits: 1  
Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.
SPED75253 - Practicum: Bd. 4-6
Credits: 2
Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

SPED75255 - Suprv Pract: BD 1-6 (Pt 1) (KC)
Credits: 3
This student teaching seminar and supervision are intended to provide you with supported teaching experience, to expand your practical knowledge, develop your instructional skills, increase your repertoire of specialized practices, and deepen your responsiveness to students with special learning needs. Through the exploration of methods for differentiation you will learn how to address the needs of a diverse learning group, including but not limited to Behavior Disorders. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED75257 - Suprv Pract: BD 1-6 (Pt 2) (KC)
Credits: 3
This practicum seminar is intended to provide supported teaching experiences, practical knowledge, and increased facility with specialized practices when working with students with special learning needs. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED75400 - Diff'g G/T Curric
Credits: 3
Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the fulltime gifted school.

SPED75600 - Prof Disc.&Load/p G/T
Credits: 3
Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

SPED76100 - Skill & Tech Rehab Teaching II
Credits: 3
Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

SPED76300 - Internship 1: Rehab/VI (KC)
Credits: 2
Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED76500 - Intern Orient & Mobility (KC)
Credits: 2
Theories related to perception, learning and development of individuals who are blind or visually impaired, and/or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED7524 - Stndt Teach BD 1-6 (Pt 1) (KC)
Credits: 3
This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Behavior Disorders. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED75254 - Stndt Teach BD 1-6 (Pt 2) (KC)
Credits: 3
This student teaching seminar and supervision is the first of two semester long experiences intended to provide supported teaching, practical knowledge, and increased facility with specialized practices for working with students with special learning needs. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED75300 - Undrstn'g & Ld'g G/T
Credits: 3
An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

SPED75500 - Asst &tnst'n G/T Lab
Credits: 3
Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

SPED76600 - Sk/Techn.Rehab Teaching I
Credits: 2
Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

SPED76200 - Voc & Ind Living: Rehab Vis Im
Credits: 2
Job modification options. Transition planning from education to adult services.
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SPED6700 - O&M:Internship/Seminar (KC)
Credits: 2
Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED6900 - Adv Orient & Mobility; Lab/Sem
Credits: 3
This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

SPED7200 - Sup Clin Tch Adoles Ad /Dis 1 (KC)
Credits: 2
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED7400 - Sup CI Tch Adh Dis 2 (KC)
Credits: 2
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED7550 - Supvd Practicum: 7-12 (KC)
Credits: 3
Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities and behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities. Hours 30 hrs seminar, plus conferences, plus 60 days student teaching. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED7552 - Supervised Pract: Grades 7-12
Credits: 3
Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate intellectual disabilities and behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities. Hours 30 hrs seminar, plus conferences, plus 30 days student teaching.

SPED7700 - Clin Tching, YL (KC)
Credits: 1.5
On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED7800 - Trans B Lud Pract, YL
Credits: 1
Supervised practicum, providing direct, specially designed instruction for students with learning disabilities. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

SPED7810 - Tchg Rdg Adoles Ad Dis (KC)
Credits: 3
Methods of Teaching Reading for Adolescents with Learning Disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED7830 - Math Methd Adoles w/Disab (KC)
Credits: 3
Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities. Hours 30 hrs seminar, plus conferences, plus 60 days student teaching. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED7840 - Writ & Exec Func for Adoles w/LD
Credits: 2
In this course students study the practice of teaching all aspects of writing to adolescents with learning disabilities using various research-based approaches to address: handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process.
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SPED78000 - Study of Learning Disabilities
Credits: 3
History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

SPED78150 - Rdg Stdnts w/Disabilities Meth
Credits: 3
Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

SPED78200 - Clin Tch/Ld Part 1 (KC)
Credits: 2
On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1-6. Focus on specialized reading instruction, active engagement, structuring, sequencing, ongoing assessment, family, culture, and school relations. Videotape and computer use. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78251 - Clin Tch/Adv Ld Pt 1 (KC)
Credits: 2
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78350 - Math/Org: Ld Methods (KC)
Credits: 3
Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78400 - Clin Tch: Ld Part 2 (KC)
Credits: 2
Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1-6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78500 - St Tch/Ld 1-3 or 4-6 (KC)
Credits: 4
Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1-3 or 4-6, whichever is not covered in SPED 782/784. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78551 - St Tch: Ld 1-3 or 4-6
Credits: 1.5
Student-teaching placements of 30 days that supplements pre-student teaching field experience. Students who take SPED 775.51 must also take SPED 775.52. Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1-3 or 4-6, whichever is not covered in SPED 785.52.

SPED78100 - Reading Stdnt w/Ld Meth 1 (KC)
Credits: 3
Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78151 - Rdg Wrt: Adv Ld Mthd 1 (KC)
Credits: 3
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78201 - Trans B-Yr Long Lab
Trans B-Yr Long Lab

SPED78300 - Math/Org: Ld Meth #2
Credits: 2
Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum.

SPED78351 - Adv Ld: Math Methods
Credits: 2
Adv Ld: Math Methods

SPED78451 - Adv Ld: Clin Tch #2 (KC)
Credits: 2
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78550 - Practm: Ld 1-3 or 4-6 (KC)
Credits: 4
Supervised practicum, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1-3 or 4-6, whichever is not covered in SPED 782/784. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78552 - Stdt Tch: Ld 1-3 or 4-6
Credits: 2
Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate intellectual disability in either grades 1-3 or 4-6, whichever is not covered in SPED 785.52.
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78652 - Teach Fellw LD Beh Dis II (KC)
Credits: 1.5
This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED78700 - Cont Lit Middle Schl
Credits: 3
Cont Lit Middle Schl

SPED78900 - Adolescent Special Ed (KC)
Credits: 3
On-the-job supervised year-long classroom practicum on providing specially designed instruction in a special education teacher position/role for students grades 7-12 with learning disabilities, behavior disorders and/or mild moderate mental retardation. Entails supervisory observations by Hunter College faculty, with feedback conferences and individually tailored follow-up assignments for improving instructional planning, teaching, assessment, and student interactions. The 30-hour seminar, focuses on effective instructional and behavioral strategies for the first year of teaching, including meeting the needs of students with severe/multiple disabilities (requires successful completion of online workshop related to students with severe/multiple disabilities). This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED79100 - Alt Asmnt:VI/Deafblind/SD (KC)
Credits: 3
The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED79251 - Lang Dev/Alt Com/Sd
Credits: 1
Lang Dev/Alt Com/Sd

SPED79400 - Funt Lang/Cult-Sd
This course emphasizes language strategies for English language learners (ELL), cultural/family values, home/school partnerships, teacher expectations and assumptions, classroom environments, learning materials. Students are expected to relate and adapt curriculum and ELL instructional strategies to learners with severe disabilities.

SPED79550 - St Tch:Sev/Mult 1-3 (KC)
Credits: 2
Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1-3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPED79552 - Pract Sev/Mult 1-3 (KC)
Credits: 2
Supervised practicum in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 1-3. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.
SPED79702 - EdD Research Seminar  
Credits: 2  
EdD Research Seminar

SPED79703 - EDD Research Seminar  
Credits: 3  
EDD Research Seminar

SPED79901 - Devil Rding Gr 1 - 9  
Credits: 3  
Devil Rdng Gr 1 - 9

SPED79902 - Adolescents With Asd  
Credits: 3  
Adolescents With Asd

SPED79903 - Interdisciplinary Autism  
Credits: 3  
Interdisciplinary Autism

SPED79904 - Aba Res Mthd/Ethics  
Credits: 3  
Aba Res Mthd/Ethics

SPED79905 - Aba Autism Intervent  
Credits: 3  
Aba Autism Intervent

SPED80000 - Theory & Rsrch in Curr & Tchng  
Credits: 3  
This course provides a brief overview of theory and research in curriculum and teaching. Students will consider how their own positionality influences ways in which they read and interpret educational research. Conversely, students will also understand how a researcher’s positionality influences all aspects of their research, including: questions asked; theoretical framework adopted; methodologies chosen; data collection; analysis and interpretation of data; results or findings; and implications. Students will also engage in studying selected influences of curriculum history, particularly post 1945-present. These influences include: The Cold War, Civil Rights Movement, The War on Poverty, No Child Left Behind, and the Standards Movement. This course will serve as a beginning to cultivating student interests in developing their own research studies by weaving together theory, research, practice, and policy within education.

SPED80100 - Curriclum for Stdents Disbilty  
Credits: 3  
This course provides the opportunity to consider disability in the context of schools and society with view to engaging with, and critiquing, existing research in the fields of special education and disability studies in education (DSE). We will be mindful of how the disposition and paradigm of researchers influences all aspects of their work including: problems identified, questions asked, methods used, analysis employed, findings or results, interpretations, and: implications. This course focuses on the nature of evidence-based practice involving students with disabilities within specific contexts. The course is designed to provide a foundation for the course work, independent scholarship, and educational research that students will undertake in the process of completing the doctoral degree.

SPED80200 - Enhancing Achieve Fam & Comm  
Credits: 3  
This course examines the role of school, family and community in educational policy and practice. Students will read and critique a variety of theoretical frameworks about the intersection of home, school, and community; analyze current research on the impact of family and community engagement on student learning and school improvement; explore policies at local, state, and federal level.

SPED71400 - Hist Erly Chldhd Spec Ed  
Credits: 1  
Historical and current views of infants and young children with developmental delays and disorders; War on Poverty antecedents of current early childhood special education services; federal, state, and city regulations covering intervention services to young children with disabilities.

SPDEDE75551 - Sptpc:Incld Teaching  
Credits: 1  
Sptpc:Incld Teaching

SPDEDE75552 - Language Teaching Approaches  
Credits: 1  
Language Teaching Approaches
SPEDE76700 - Fld Exp/Ecse-Sev Dis
Credits: 1
15 hour seminar plus 30 hrs. of fieldwork in one of the following age/grade levels: 0-3; 3-5; or Kindergarten, grades 1 and 2 in a program for children with severe disabilities.

SPEDE76900 - Eval, Asmnt & Prog Plan (KC)
Credits: 3
Developmentally appropriate and recommended practices for assessing the development and learning of young children from infancy through age 7 years (second grade) and identifying family strengths and supports. Application of tools, observations, and discussions with informed others to make decisions in screening, evaluation and program planning will be explored within a transdisciplinary team. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPEDE77051 - Indv Plan, Impln & Prog (KC)
Credits: 3
Approaches for individualizing early childhood curriculum in classrooms, homes, and community settings will be explored. The process of using assessment data to create IFSP and IEP goals and objectives and match them to tiered supports of adaptations and embedded learning strategies will be emphasized, including data collection methods. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPEDE77151 - Autism Spectrum Disorder
Credits: 3
This course will provide an overview of the special learning and behavioral issues involved in educating infants, toddlers, preschoolers, and elementary school-aged children with autism spectrum disorder (ASD). Teacher candidates will be introduced to the major approaches to intervention, and will be exposed to various instructional strategies of particular value to those working with individuals diagnosed with autism spectrum disorder. Five hours of field experience are required.

SPEDE77200 - PBS & Apps to Young Child
Credits: 3
The major tenets of positive behavioral support; approaches to positive behavior support; how to do and use functional behavioral analysis with young children who have special needs. A minimum of 5 hours of field observation is required for this course.

SPEDE77400 - Adapt Indiv Learners K-2 (KC)
Credits: 3
Methods for supporting children with disabilities and special education needs, grades K-2 access the general education curriculum, databased decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPEDE77500 - Math Sped Needs
Credits: 1
Methods for supporting children with disabilities and special education needs, grades K-2 access the general education curriculum, databased decisions within a response to intervention framework and individualized modifications and adaptations, instructional approaches and specific methodologies effective with young children are emphasized. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPEDE77600 - Intro Fld Exp EC Spec Ed (KC)
Credits: 2
Preparatory experience in a program supporting young children with diverse abilities; emphasis on what it means to be an early intervention/early childhood special education professional. One field placement of 10 days in a Kindergarten or Grade 1 or 2 setting. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

SPEDE77650 - Fld Exp: Ecse - Aut
Credits: 2
Field Exp: Ecse - Aut
methods for use in educational settings.

**SPEDE78100 - Initial Stdnt Teach ECSE (KC)**
Credits: 3
First, full semester, supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.10 must also take either SPEDE 778.20 or SPEDE 779.20 and the placements must be at different age/grade levels – Pre-K [Birth-five years]. Kindergarten, grades 1-2. One semester of SPEDE 778 or SPEDE 779 must be in a PreK setting.) This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE78200 - Final Stdnt Teach EC SpEd (KC)**
Credits: 2
Second, full-semester, intensive supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and field experiences. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE77900 - Practicum EC SpEd (KC)**
Credits: 3
Supervised student teaching in two settings with 30 days in each placement; placements must be at different age/grade levels; Pre-K (Birth-five); Kindergarten; grades 1-2; practice in the implementation of skills developed through coursework and field experiences.

**SPEDE77700 - Stdnt Teach: Early Child Sp Ed**
Credits: 4
Supervised student teaching in two settings with 30 days in each placement; placements must be at different age/grade levels; Pre-K (Birth-five); Kindergarten; grades 1-2; practice in the implementation of skills developed through coursework and field experiences.

**SPEDE77800 - Stdnt Teach EC SpEd (KC)**
Credits: 1
Supervised experience as a student teacher at either a Pre-K (Birth to 5 years) or primary (Kindergarten or Grades 1-2) setting; practice in implementation of skills developed through coursework and an abbreviated field experience. (Note that students who take SPEDE 77800 must also take SPEDE 77900 in addition to either SPEDE 77910 or SPEDE 77920 and the placement for SPEDE 77800 must be at different age/grade levels – Pre-K [Birth-five years]. Kindergarten, grades 1-2 – than SPEDE 779. One semester of SPEDE 778 or SPEDE 779 must be in a PreK setting.) This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE77750 - Stdnt Tch-SpEd, 40 Days**
Credits: 4
Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels; Pre-K (Birth-five); Kindergarten; grades 1-2; practice in the implementation of skills developed through coursework and field experiences.

**SPEDE77651 - Fld Exp:Early Child Sp/Cse-Aut**
Credits: 2
Two field placements of 30 hours each, with the placements at different age/grade levels: Pre-K (Birth-five), Kindergarten, grades 1 and 2, grades 3-6; both of these experiences must be with children who have autism spectrum disorders.

**SPEDE77750 - Stdnt Tch-SpEd, 40 Days**
Credits: 4
Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels; Pre-K (Birth-five); Kindergarten; grades 1-2; practice in the implementation of skills developed through coursework and field experiences.

**SPEDE77910 - Initial Practicum in ECSE (KC)**
Credits: 3
First intensive supervised experience designed as a practicum at the candidate’s job site and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.10 must also take either SPEDE 778.20 or SPEDE 779.20 and the placements must be at different age/grade levels – Pre-K [Birth-five years]. Kindergarten, grades 1-2. One semester of SPEDE 778 or SPEDE 779 must be in a PreK setting.) Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester. This Key Course requires a grade of B or better to pass. Any student who receives a grade of F or WU in this class will not be permitted to continue in the program. This course may be repeated only once.

**SPEDE77950 - Practicum Early Child Edu-SD**
Credits: 2
Supervised practicum in an age/grade level other than the one used in SPEDE 778.50 in the practice of the implementation of skills developed through coursework and education experiences. Students must be in an early childhood program with learners with severe disabilities for the entire semester.
Social workers for clients' rights. Use of laws to promote social justice and social change; advocacy by populations. Origins, history and the current status of the legal rights of clients; use of laws to promote social justice and social change; advocacy by social workers for clients' rights.
SSW70222 - Sp Tp: Intern 1 SW
Credits: 3
International social welfare policy and services in social work. Review of past, present and future challenges produced by history, economic change, and globalization and their implication.

SSW70224 - Health Care & Social Welf Pol
Credits: 3
Health Care and Social Welfare Policy This Social Welfare Policy II course explores US health policy in a historical context. It reviews theories and ideologies of the American health care system; the changing government role over time; the evolution of worker's rights and client's rights and policy implementation. The course critically assesses current debates related to the Affordable Care Act (“Obama Care”), managed care, the public option, and Medicare for All (single payer) among other policies and programs. Special attention is paid to the impact of health policy to vulnerable populations and to the well-being of individual and families relative to their class, race, ethnicity, culture, gender, sexual preference, or religious beliefs.

SSW70226 - Social Welfare Policy Analysis
Credits: 3
This Social Welfare Policy II course focuses on understanding the implementation and analysis of social welfare policies by human service organizations, governmental bodies, and special interest/advocacy groups. It covers a broad range of policy areas including health, criminal justice, education, housing, welfare and poverty, and community and economic development; analyzes the intended and unintended outcomes of such policies and programs, identifies opportunities for advocacy and enhanced service delivery for these populations; and examines the systemic and institutional barriers and opportunities, values, and ethical issues that may affect social policy processes and outcomes are also addressed. Special attention is paid to issues faced by disadvantaged groups, including both discrimination and opportunities that may arise as a result of class, race, ethnicity, culture, gender, sexual preference, or religious beliefs.

SSW70228 - Domestic Viol & Sol Welf Pol
Credits: 3
This Social Welfare Policy II class provides an in-depth examination of domestic violence from multidisciplinary theoretical and practice perspectives. The class examines policies and law, social services, activism and research regarding domestic violence. Students will gain an understanding of the history and scope of the movement to combat domestic violence and major developments in legal and social policy to combat this problem. Readings and class discussions explore fields of service for victims of domestic violence, including legal, physical and mental health, shelter and housing, public assistance, child welfare and immigration. Integrating doctrinal issues with those of practice and theory.

SSW70230 - Child Welf & Fam Court Adv SW
Credits: 3
This Social Welfare Policy I examines social policies that address the needs of youth in foster care at the federal, state and local level. It provides a unique opportunity for an in-depth examination of the Family Court system for adjudicating child maltreatment cases and the role of Court Appointed Special Advocates of New York City (CASA-NYC), a volunteer-based organization that provides advocacy to children and adolescents in foster care.

SSW70232 - Education & Social Welfare Pol
Credits: 3
This Social Welfare Policy II course examines and discusses social policies and debates that shape current K-12 public education in the US. It examines historical conditions; social, economic and political trends; and social reforms starting with the 1983 Commissioned report A Nation At Risk that compared U S educational progress with other countries and ending at the Obama government’s “Race to the Top”, which encourages states to adopt the Common Core Standards in place of the differing state standard set by No Child Left Behind. The class explores contemporary issues including purpose of education; school governance; accountability, testing and standards; school finance and equity; charter schools and school choice; school discipline; community and parent involvement and advocacy; the role of unions; and the role of social workers in the public-school system.

SSW70223 - Sexuality in Social Work
Credits: 3
Sexuality in Social Work

SSW70225 - Mental Health & Soc Welf Pol
Credits: 3
This Social Welfare Policy II course explores mental health policy in both its historical and current context. It reviews specific mental health models, theories and frameworks; provides an overview of emerging federal, state and local trends in the mental health, critically assesses current debates related to human rights and public safety concerns. The course explores the impact of epidemiology, evidence-based interventions, social determinants of health, and mental health services, policies and practices. Special attention is paid to the needs of individuals, families and communities relative to their age, class, race, ethnicity, culture, gender and gender identity, sexual orientation, military background and criminal justice involvement.

SSW70227 - Crim Just & Soc Welfare Pol
Credits: 3
This Social Welfare Policy II surveys the American criminal justice system from multiple perspectives. It examines the size and scope of the system itself (prison, parole, and probation), who goes to prison (by race, gender, education, income, age), and the kinds of crimes that they committed/were accused of (plead guilty to) and analyzes the drug war; trends in crime rates; mass incarceration the expansion of policing and the surveillance state; the functions of the prison system (i.e. removal, punishment, rehabilitation, social control, labor control, profit), restorative just, ice and the intersection of crime, welfare, and poverty. It also considers, life inside prison for both women and men (i.e., boredom; stress & fear; violence; racial tensions, access to health; mental health and other services; and human rights issues); the impact of parental incarceration on children and families left behind; and life after prison (i.e., reintegration; employment; recidivism) examination.

SSW70229 - Hum Rights & Soc Pol in the US
Credits: 3
This Social Welfare Policy II challenges student to use human rights standards to ensure strong social protections in the United States. The idea that social policies embody economic and social rights remains controversial in the US as challenges deeply held assumptions about individual responsibility, the market economy, and the role of government. We are familiar with civil rights. However, human rights principles--especially economic and social rights--have informed the nation's core social welfare policies that, in turn, helped shape human rights in and outside of social work. The course presents and applies the human rights framework to a range of domestic social policies such as health, housing, decent work, childcare, and education, all of which have major implications for social work in all fields of practice. Includes current efforts by grass roots groups, human rights organizations and social workers to advance human rights.

SSW70231 - Substance Abu & Alchol Soc Wel
Credits: 3
This Social Welfare Policy II course provides students with the orienting knowledge and skills needed to examine the dynamics between social welfare policies and substance abuse within the context of social service delivery and social work practice. It places the use of psychoactive substances in this society within historical, theoretical and ideological frameworks relevant to the practice of the social welfare profession. The course emphasizes the importance of understanding substance abuse and its impact on social welfare within a variety of populations and settings.

SSW70400 - Sem in Social Welfare
Credits: 2
Sem in Social Welfare
Identification and integration of pertinent concepts relevant to each phase of
the life cycle; biological, psychological, and social systems theories within the
conceptual framework of human behavior and its interaction with the social
environment.

Required sequel to SSW 711. Exploration of normative life span progress from
adolescence through older adulthood using theories of multicausality, gender,
social class, and cultural pluralism and diversity.

Understanding dysfunction. Concepts of mental health and illness, deviance
and conformity; classification systems; influences on the diagnosis and
treatment processes. Theories of etiology and treatment in relation to the
needs of families, groups and communities. Attendance at an additional 2-hour
lecture on psychopharmacology is required.
### Hunter College

- **SSW72151 - Clin Pract:Indv/Fam/Sm Grps I**<br>  Credits: 3  
  Clinical Practice with Individuals, Families, and Small Groups I

- **SSW72153 - Clin Pract:Indv/Fam/Sm Grps I**<br>  Credits: 3  
  Clinical Practice with Individuals, Families, and Small Groups I

- **SSW72155 - Clin Pract:Indv/Fam/Sm Grps I**<br>  Credits: 3  
  Clinical Practice with Individuals, Families, and Small Groups I

- **SSW72200 - Clin Pract:Indv/Fam/Sm Grps II**<br>  Credits: 3  
  Clinical Practice with Individuals, Families, and Small Groups II

- **SSW72225 - Clin Pract:Indv/Fam/Sm Grps II**<br>  Credits: 3  
  Clinical Practice with Individuals, Families, and Small Groups II

- **SSW72251 - Clin Pract:Indv/Fam/Sm Grps II**<br>  Credits: 3  
  Clinical Practice with Individuals, Families, and Small Groups II

- **SSW72255 - Clin Pract:Indv/Fam/Sm Grps II**<br>  Credits: 3  
  Clinical Practice with Individuals, Families, and Small Groups II

- **SSW72300 - Clin Pract:Indv/Fam/Sm Grps III**<br>  Credits: 3  
  Clinical Practice with Individuals, Families, and Small Groups III

- **SSW72400 - Clin Pract Indv/Family/Sm Grps IV**<br>  Credits: 3  
  Students identify professional issues and dilemmas in both knowledge and practice. Special emphasis is on assuring competence. Clinical Practice with Individuals, Families and Groups IV Sections: Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs, Relational Therapy.

- **SSW72600 - Case Work2--Elective**<br>  Credits: 2  
  Application of knowledge from the human behavior and the social environment areas and research findings to clients and situations. Principles addressing individual and family practice are highlighted.

- **SSW73100 - Social Group Work I**<br>  Credits: 3  
  Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

- **SSW73300 - Group Work 3**<br>  Credits: 3  
  Application of practice principles in a variety of settings and with varied populations. Use of self as change agent. Theoretical models of social group work, key concepts, and barriers to applying best practice principles.

- **SSW73500 - Soc Wk Pract Groups I Elective**<br>  Credits: 3  
  Major theories, concepts, and practice principles of social group work.

- **SSW74100 - Comm Organ Plann & Develop 1**<br>  Credits: 3  
  Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

- **SSW74200 - Community Organiz & Planning 2**<br>  Credits: 3  
  Development of community organization skills in relation to group structure and development. Group dynamics, role theory and reference group theory. Community power and influence on problem solving structures.

- **SSW74400 - Comm Organ & Plann IV**<br>  Credits: 3  
  Communication Organizing and Planning IV

- **SSW74500 - Supervision in SW**<br>  Credits: 3  
  Supervision in SW

- **SSW74651 - SW Pract:Aged**<br>  Credits: 3  
  SW Pract:Aged

- **SSW74652 - SW Pract:Family**<br>  Credits: 3  
  SW Pract:Family
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<td>SSW74653</td>
<td>SW Prac:Teenagers</td>
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<td>SSW74800</td>
<td>Grantsmanship &amp; Prop Writing</td>
<td>3</td>
<td>Techniques of fundraising, proposal preparation, and grantsmanship. Proposal writing and negotiation with funding sources.</td>
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<td>SSW75150</td>
<td>Research</td>
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<td>SSW75152</td>
<td>Research 1:Ed</td>
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<td>SSW75154</td>
<td>Research 1: PSJ</td>
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<td>SSW75200</td>
<td>Social Work Research 2</td>
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<td>Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.</td>
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<td>SSW75251</td>
<td>Program Evaluation</td>
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<td>SSW75900</td>
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<td>SSW77501</td>
<td>Ways of Knowing: Aging</td>
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<td>SSW74700</td>
<td>Community Organizing</td>
<td>3</td>
<td>The community as a dimension of professional practice. Models and strategies for community intervention on behalf of those seeking improved access to resources and services; knowledge and skills needed to build supports and programs.</td>
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<td>Social Work Research I</td>
<td>3</td>
<td>Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.</td>
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<td>SSW75400</td>
<td>Advanced Social Work Research</td>
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<td>Problem formulation, design, sampling and data analysis in depth. Development of a research plan and use of research concepts to study an aspect of social work practice.</td>
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<td>SSW77000</td>
<td>Alcoholism and Substance Abuse</td>
<td>3</td>
<td>The state of knowledge relating to substance abuse: nature and extent of the problem, its complexity and strategies for intervention. Prevention and psychosocial treatment.</td>
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SSW77507 - Ways Knowing:Auth Set
Credits: 3
Ways Knowing:Auth Set

SSW77509 - Ways Knowing:Immig Ex
Credits: 3
Ways Knowing:Immig Ex

SSW77511 - Way Knowing:SW & The Arts
Credits: 3
Way Knowing:SW & The Arts

SSW77513 - Ways of Knowing:School
Credits: 3
Ways of Knowing:School

SSW77515 - Ways Knowing Youth Dev
Credits: 3
Ways Knowing Youth Dev

SSW77517 - Ways: Knowing Hmn Srv Orgs
Credits: 3
Ways of Knowing Human Service Organizations

SSW78000 - Organizational Mgt & Leadership
Credits: 3
For Non-Majors: Principles and processes of administration in social work. Organization and administration, planning, personnel management, budget and financing, and relationships among boards, committees, executives, professional staff, and volunteers.

SSW28020 - Organizational Mgt & Leadership2
Credits: 3
Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

SSW78600 - Admin Elective
Credits: 2
Techniques of budgeting, public relations, staff training, working with paraprofessionals, hiring/ firing, committee processes, working with boards, and developing personnel policies in social agencies.

SSW79000 - Professional Seminar
Credits: 3
Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

SSW79100 - Spec Top in Soc Wk
Credits: 2
Spec Top in Soc Wk

SSW79140 - Social Work & the Criminal Just
Credits: 3
Soc Wk & Crim Just Sys

SSW79151 - Pol Econ of Soc Wf
Credits: 2
Pol Econ of Soc Wf

SSW79153 - Features: SW Planning
Credits: 2
Features: SW Planning

SSW79155 - Soc Pol Iss: 3rd Wrld
Credits: 2
Soc Pol Iss: 3rd Wrld

SSW79157 - SW Victims of Violence
Credits: 3
Domestic violence and the complex interactions between affected individuals and their environments (children, families, communities). Interventions.

SSW79159 - Reagans New Federalism
Credits: 2
Reagans New Federalism

SSW79161 - Reforming welfare St
Credits: 2
Reforming welfare St

SSW79163 - Soc Pol: Hlth & M.H.Sys
Credits: 2
Soc Pol: Hlth & M.H.Sys

SSW79165 - SW with Mently Retrd
Credits: 2
SW with Mently Retrd

SSW79167 - Volunteerism & SW
Credits: 2
Volunteerism & SW

SSW79050 - Adv Sem/Arts & Helping
Credits: 3
Adv Sem/Arts & Helping

SSW79110 - Cog/Beh App Soc Wf
Credits: 3
Cog/Beh Approaches to Social Welfare Practice

SSW79150 - Soc Wk Supervision
Credits: 2
Soc Wk Supervision

SSW79152 - Seminar in Social Work Issues
Credits: 2
Seminar in Social Work Issues

SSW79154 - Politics & Practice Child Wf
Credits: 2
Politics & Practice Child Welfare

SSW79156 - SW W/Holocaust Srvs
Credits: 2
SW W/Holocaust Srvs

SSW79158 - Human Sexuality
Credits: 3
Human sexuality within the context of human behavior and the social environment; understanding unique client groups.

SSW79160 - Soc Pol Issues in Ed
Credits: 2
Soc Pol Issues in Ed

SSW79162 - Women & Soc Welfare
Credits: 2
Women & Soc Welfare

SSW79164 - - Imig Hist & Ethnicy SW
Credits: 2
Imig Hist & Ethnicy SW

SSW79166 - Social Work Ethics
Credits: 2
Social Work Ethics

SSW79168 - Social Work and the Arts
Credits: 2
Social Work and the Arts
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<tr>
<td>SSW79169</td>
<td>SW Homls Imp Pol/Prc</td>
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<tr>
<td>SSW79170</td>
<td>SW Intrvn W/Refugees</td>
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<tr>
<td>SSW79171</td>
<td>Immigrants and Refugees/Iss</td>
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<tr>
<td>SSW79172</td>
<td>Client Rights: Legal System</td>
<td>2</td>
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<tr>
<td>SSW79173</td>
<td>History of Social Wk</td>
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<tr>
<td>SSW79174</td>
<td>Social Policy &amp; Disability</td>
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<tr>
<td>SSW79175</td>
<td>Social Work and Aids</td>
<td>2</td>
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<tr>
<td>SSW79176</td>
<td>Social Services Gay &amp; Lesb Iss</td>
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<td>SSW79177</td>
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<td>SSW79178</td>
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<td>SSW79179</td>
<td>Administration</td>
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<td>SSW79180</td>
<td>Case Mng Aids Prevent</td>
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<tr>
<td>SSW79181</td>
<td>Intro SW-Hlth Care</td>
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<tr>
<td>SSW79182</td>
<td>Family Preservation</td>
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<tr>
<td>SSW79183</td>
<td>SW Pract &amp; Disabilities</td>
<td>2</td>
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<tr>
<td>SSW79184</td>
<td>Pers. on SW Practice</td>
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<tr>
<td>SSW79185</td>
<td>Social Work Method and Theory</td>
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<tr>
<td>SSW79186</td>
<td>Pers. on SW Practice</td>
<td>3</td>
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<tr>
<td>SSW79187</td>
<td>Soc Actn &amp; Soc Wk Pr</td>
<td>3</td>
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<tr>
<td>SSW79188</td>
<td>Social Work Practice</td>
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<tr>
<td>SSW79189</td>
<td>Perspctvs:Age Proces</td>
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<tr>
<td>SSW79190</td>
<td>Child Welfare Issues</td>
<td>2</td>
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<td>SSW79191</td>
<td>Child Welf: NYC &amp; Pr</td>
<td>3</td>
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<tr>
<td>SSW79192</td>
<td>Change Theory &amp; Practice</td>
<td>2</td>
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<tr>
<td>SSW79193</td>
<td>Community Mental Health</td>
<td>2</td>
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<tr>
<td>SSW79194</td>
<td>Child Welfare in the Law</td>
<td>2</td>
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<tr>
<td>SSW79195</td>
<td>Change Theory and Practice with Youth at Multiple Levels of Analysis</td>
<td>2</td>
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<tr>
<td>SSW79200</td>
<td>SW Pr:Aged-Multimeth</td>
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<tr>
<td>SSW79201</td>
<td>SW Pr:Aged-Multimeth</td>
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<td>SSW79202</td>
<td>Servc to Adolescents</td>
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This is an elective course that examines the multidimensional (e.g., social, biological, environmental), multi-systemic (e.g., housing, health, criminal justice), and multi-level (e.g., micro, exo, macro) influences that shape human development, behavior, and environment. CSW bridges individual and community practice by acknowledging that macro forces have micro consequences and that micro practices are reflective of macro sociopolitical processes. In this course, the critical perspective of Transformative Potential is used to stress the necessity of working toward social, political, economic and environmental justice. This course will operate on three levels: 1) A critical examination of social work practice and education for developing transformative potential; 2) An engagement of students in development of their transformative potential; and, 3) Gaining familiarity with how to develop transformative potential in the field (i.e., the field of social work and in the field with clients) through project-based learning. For the critical examination component, this course will introduce students to major theoretical paradigms, conceptual frameworks and models that inform critical social work practice and can be utilized to understand, assess, intervene and evaluate practice with individuals, groups and communities. Then, students will engage in their own process of transformative potential development of critical consciousness, responsibility, efficacy and action to move from knowing to doing. Lastly, CSW will integrate coursework in research, human behavior in the social environment (HBSE), social justice, and social work practice to enable students to facilitate the development of transformers of self, relationships, communities and sociopolitical and cultural contexts.
SSW 79705 - Complex Trauma Children & Adolescents
Credits: 3
This course provides in-depth information about an often-unrecognized problem: Complex Trauma Disorder in children and adolescents. Children's trauma exposure begins early in life and repeated exposure can result in developmental disruption as well as traumatic stress symptomatology. An unrecognized trauma history often presents as behavioral and learning disruptions that masquerade as other diagnoses. This course will define the extent of the problem, its symptomatology and disruptions of developmental domains. Students will be introduced to Developmental Trauma Disorder, a newly proposed DSM diagnosis. It will also engage students in two in-depth highly interactive case examples to enhance their clinical reasoning and case formulation skills by utilizing 12 core concepts for understanding traumatic stress disorders in and adolescents.

SSW 79707 - Diversity, Equity & Inclusion: COVID-19
Credits: 3
Through the lens of the current pandemic, COVID-19, this course critically explores frameworks and strategies for facilitating equity, resilience, and community. It will identify disparities brought into harsh relief across multiple contexts by the pandemic. This is an interactive, collaborative virtual course. A structured and flexible approach that includes media, lectures, readings, self-study, small group, and whole class discussions, as well as 2 core assignments, creates space for multiple learning styles and life journeys. Participants will practice: Critical thinking, Resilient (Trauma-Informed) Principles, Assessment and Intervention at the individual, interpersonal, organizational and structural levels of analysis: Collaboration and Consultation.

SSW 79709 - Pandemics and Public Health
Credits: 3
This course explores the unique aspects of outbreaks, epidemics, and pandemics from a public health perspective. The course focuses on the history of infectious disease pandemics in the U.S. and around the globe; the exploration of practical and currently applied strategies for outbreaks events such as COVID-19 and Ebola; the challenges faced by public health and healthcare professionals during these events and how they prepare for and respond to a wide variety of infectious disease outbreaks; and the risk ramifications and tradeoffs of control and mitigation strategies used in infectious disease containment, and their effect on population health and well-being.

SSW 79710 - Clinical Social Work Practice Health
Credits: 2
Clinical Social Work Practice Health is a course that addresses general issues related to service delivery systems, advocacy movements, and social policy.

SSW 79706 - PTSD in the Aftermath of COVID
Credits: 3
This course will address Post Traumatic Stress Disorder as a direct consequence of COVID-19. We will focus particularly on the mental health impact this pandemic has had on children and families. Students will explore strategies and evidence-based interventions such as trauma informed care, cognitive behavioral therapy and bereavement.

SSW 79708 - Intellectual & Developmental Disabilities
Credits: 3
This course serves as an introduction to the definition, incidence, etiology, and prevention of developmental disabilities. Course content examines the life course needs of people with developmental disabilities including the collaboration of families and community and the role of social workers and other health professionals. It also presents general issues related to service delivery systems, advocacy movements, and social policy.

SSW 79711 - Eating Disorders
Credits: 3
Eating Disorders

SSW 79712 - Social Entrepreneurship
Credits: 3
Historically, social workers have addressed the needs of vulnerable populations without regard to the sector - public, for-profit, or nonprofit - in which those vulnerabilities occur or in which those vulnerabilities could be best addressed. For example, settlement houses often helped immigrants to begin small businesses; Goodwill and other organizations founded thrift shops to create an independent income stream and to train and employ underemployed individuals; affirmative businesses, such as Minnesota Diversified Industries, were created to employ people who were excluded from traditional employment; and the YMCA, public parks departments, and in NYC the Police Athletic League created free and fee-based recreational programs, the precursors to health clubs. In the 1970s and early 1980s nonprofit social service agencies began to expand on businesses that could create an independent source of funding, train and employ agency clients, and increase the contributions these agencies made to the communities they served. Also in the 1980s, led by Bill Drayton and ASHOKA, these efforts began to be called social enterprises and social entrepreneurship, tying them to more traditional business concepts and theories.

SSW 79713 - Legal Issues for Managers
Credits: 3
Legal Issues for Managers

SSW 79714 - Successfully Navigating Social Service Organizations
Credits: 3
Almost all social workers begin their careers working in social service organizations. This course is focused on helping students succeed as they launch their careers. The course addresses understanding the organization, how decisions are made, supervision, how funding affects what you do, and how to gain influence, all of which are critical to success and achieving career goals. Taking the course, students will understand the organizations that employ them and have concrete skills to help them succeed.
SSW79715 - Clinical Knowledge SW Managers
Credits: 3
Students in the Organizational Management & Leadership program receive training in fundamental social work competencies and specialist training in social work management. At the same time, many will have careers managing clinical and other direct practice programs and supervisory staff. This course is designed to give the management students core competencies in clinical issues. The course will cover clinical issues that arise that require executive management participation, how clinicians view their work compared to how managers view their work; a review of DSM V; contemporary theoretical approaches to clinical work; and current and emerging best practice intervention models in each student’s field of practice.

SSW79720 - Trauma and Resilience
Credits: 3
‘Trauma and Resilience’ the course will cover the biological, psychological and integrative models of the development of post-traumatic stress disorder and ethno-cultural and etiological considerations in the treatment of trauma. Concepts of resilience, post traumatic growth and coping skills research will be addressed. Methods for managing and preventing secondary traumatic stress among social workers in the trauma field will be integrated into the class sessions.

SSW79725 - Fdn Soc Work Prac Grps & Fam
Credits: 3
This course covers dynamics and basic procedures for direct practice with groups and families. The course first presents an ecological perspective on groups in clinical and organizational settings, explores group typologies, formation, composition, and development, and teaches concepts of group structure and process. The course then furnishes a foundation on social work practice with families, with emphasis on family structure and dynamics as well as beginning techniques for intervention with families.

SSW79735 - Intel Disabil Soc Wk Pract
Credits: 3
This course is designed to enhance the social work students’ ability to practice social work with and on behalf of people with intellectual/developmental disabilities and their families. The course provides a base of knowledge about developmental disabilities and differences, their causes and characteristics. Students will learn how disabilities and learning differences impact personal, familial, educational, social, and economic dimensions for the individual, family and society, with attention to the person's special life cycle needs and characteristics. The course also emphasizes legislative, programmatic, political, economic, and theoretical formulations fundamental to service delivery.

SSW79740 - HBSE from a COP&D Perspective
Credits: 3
This course introduces students to the field of law as it relates to social policy and social work practice, from case advocacy to cause advocacy in the pursuit of social justice. During the first half of the semester, students will learn the major sources of laws and the various legal systems, and how to use the law on behalf of individual clients in such substantive areas as child welfare and family law, welfare benefits and health/mental health law. During the second half of the semester students will learn the role of law, and the courts, in addressing social problems and securing social justice on behalf of disenfranchised groups. Students will learn such basic constitutional law principles as due process, equal protection, and the Fourth Amendment prohibition against unreasonable searches and seizures and their applicability to welfare benefits, education, child and family welfare, and police/citizen interactions.

SSW79741 - Teenage Sexuality
Credits: 3
This course introduces students to the field of law as it relates to social policy and social work practice, from case advocacy to cause advocacy in the pursuit of social justice. During the first half of the semester, students will learn the major sources of laws and the various legal systems, and how to use the law on behalf of individual clients in such substantive areas as child welfare and family law, welfare benefits and health/mental health law. During the second half of the semester students will learn the role of law, and the courts, in addressing social problems and securing social justice on behalf of disenfranchised groups. Students will learn such basic constitutional law principles as due process, equal protection, and the Fourth Amendment prohibition against unreasonable searches and seizures and their applicability to welfare benefits, education, child and family welfare, and police/citizen interactions.

SSW79751 - Teenage Sexuality
Credits: 3
This course introduces students to the field of law as it relates to social policy and social work practice, from case advocacy to cause advocacy in the pursuit of social justice. During the first half of the semester, students will learn the major sources of laws and the various legal systems, and how to use the law on behalf of individual clients in such substantive areas as child welfare and family law, welfare benefits and health/mental health law. During the second half of the semester students will learn the role of law, and the courts, in addressing social problems and securing social justice on behalf of disenfranchised groups. Students will learn such basic constitutional law principles as due process, equal protection, and the Fourth Amendment prohibition against unreasonable searches and seizures and their applicability to welfare benefits, education, child and family welfare, and police/citizen interactions.

SSW79752 - Applied Ethics
Credits: 3
Applied Ethics

SSW79754 - Pub Pol & Prg:Agng Fld
Credits: 3
Pub Pol & Prg:Agng Fld

SSW79757 - Sw:Pol Advcy (Co4)
Credits: 3
Sw:Pol Advcy (Co4)

SSW79759 - Interdisciplinary Autism
Credits: 3
Interdisciplinary Autism

SSW79760 - Neighbrhd Lab: Strengthening Community Capacity
Credits: 3
The Neighborhood Lab: Strengthening Community Capacity

SSW79770 - Advanced Practice with Groups
Credits: 3
Groups are an essential part of life, especially for adolescents. The Advanced Group Work - Adolescence Focus course will expand upon existing foundational group work practice skills and knowledge base. Approaches and resources that particularly center adolescent development, healing, social change, cultural assets, and joy will be explored. The course will have an experiential component and will support colleagues to develop, experiment with, and process group formats applied in internship or work contexts.

SSW79775 - Adv Admin
Credits: 3
Adv Admin

SSW79785 - Adv SW Prac & Pol Proc
Credits: 3
Adv SW Prac & Pol Proc

SSW79786 - Immigraton & Aging
Credits: 3
Immigraton & Aging

SSW79760 - Neighbrhd Lab: Strengthening Community Capacity
Credits: 3
The Neighborhood Lab: Strengthening Community Capacity

SSW797751 - Critical Race Theory Debate
Credits: 3
The Critical Race Theory Debate and Public Policy
SSW79761 - Evl-Based Prac in Crim Jus Sys
Credits: 3
This 3 credit elective course provides students with an overview of the quality of evidence used to determine effective service and treatment interventions that are provided in the U.S. criminal justice system. As such, this course will build upon the knowledge students have acquired in the foundation research course. An empirical model for assessing evidence used in the criminal justice system to arrive at decisions about what works and what does not work regarding specific service and treatment interventions will be examined. Students will learn how to apply the model and gain practice through case examples. Implications for social work practice will presented including how evidence is translated in social work practice and human service organizations, evidence limitations and feasibility issues. The course will focus on applying evidence-based practices to populations such as crime victims, immigrants, juveniles, women and people of color who are involved in the criminal justice, as well as some of the social problems they experience such as substance abuse, violence and mental health needs at both individual and community levels.

SSW79770 - Platform: Child Welfare FOP
Credits: 3
Platform Course: Child Welfare Field of Practice
SSW79771 - Platform: Hlth/Mntl Hlth FOP
Credits: 3
Platform Course: Global Health Field of Practice
SSW79772 - Platform: Aging FOP
Credits: 3
Platform Course: Aging Field of Practice
SSW79774 - Platform: World of Work FOP
Credits: 3
Platform Course: World of Work Field of Practice
SSW79775 - Trends Child Welfare/Pol, Prog
Credits: 3
This course examines the complex systems, dynamics and trends that influence how policies are shaped and social services are delivered to children, youth, and families. The course is designed to provide a foundation for practice, policy, and research in the field of children, youth, and family services. It prepares students for advanced practice and policy courses in child welfare and family services by bridging policy, programs, and practice and emphasizing foundational practice theories, socio-political dynamics, and professional contexts that students will face in their field placements and their future careers. The class discusses the opportunities and challenges in providing community-based services and the historical, political, economic, and social forces that shape contemporary social work practice with children, youth and families.

SSW79762 - Care Coordination
Credits: 3
This integrated course is designed to provide nursing and social work students with a common set of core competencies for inter- and intra- professional care coordination. Students from both disciplines will be organized into ‘interprofessional-teams’ that will be expected to bring their experiences originating from their clinical practicum to foster collaboration through joint assessment, planning, implementation and evaluation of health care circumstances. Student teams will share responsibility for completing assignments and in-class presentations during the semester. A major focus of course will be the evolving impact of societal, economic and legislative factors contributing to differential access to adequate health care.

SSW79765 - Intro Global SW & Immig & Refu
Credits: 3
Global Social Work and Practice with Immigrants and Refugees (GSWPIR) as a field of practice specialization is defined by its mission to incorporate indigenous social work perspectives from around the globe to inform learning and practice with families and communities wherever they are located, globally or in the US urban environment, with special attention to all forms of migration. Students will become aware of the differing discourses in this field, and the varied understandings of and responses to adversity in the context of internationally recognized standards of social justice and human rights. Social ecological theories and the approaches derived from them are central to the field and students will learn how to define, analyze and collaborate with the communities within which they and their clients live and work, as well as utilize methods learned from global experience.

SSW79773 - Platform: Global FOP
Credits: 3
Platform Course: Global Field of Practice
SSW79766 - SW Prac Aging: Micro&Macro Per
Credits: 3
The overall goal of this Aging Field of Practice platform course is to introduce students to advanced practice knowledge and skills necessary for gerontological social work practitioners. The course offers students an understanding of theory, practice, policy, and research relevant to social workers who work with older adults. Students will gain knowledge of programs, policies, and aging service delivery systems created to serve older adults and their support networks and will develop a critical awareness of assessing and improving practice within this arena. Students will be introduced to the broad range of employment opportunities for gerontological social workers and will become familiar with the multidisciplinary/interprofessional nature of gerontological social work, including the implications this has for practice, policy, and research. The course will pay particular attention to issues related to diverse urban communities and the variety of health and social support needs and strengths demonstrated in such communities. Some of the topics covered include multidisciplinary theories of aging, physical and mental health promotion and disease prevention, chronic conditions, informal and formal caregiving, person centered and participant directed care, care transitions & service delivery systems, community engagement, palliative and end-of-life care, economic security, and elder justice. The ethical dilemmas inherent in gerontological social work will be covered throughout the semester.

SSW79776 - SW Prac Aging: Micro&Macro Per
Credits: 3
The overall goal of this Aging Field of Practice platform course is to introduce students to advanced practice knowledge and skills necessary for gerontological social work practitioners. The course offers students an understanding of theory, practice, policy, and research relevant to social workers who work with older adults. Students will gain knowledge of programs, policies, and aging service delivery systems created to serve older adults and their support networks and will develop a critical awareness of assessing and improving practice within this arena. Students will be introduced to the broad range of employment opportunities for gerontological social workers and will become familiar with the multidisciplinary/interprofessional nature of gerontological social work, including the implications this has for practice, policy, and research. The course will pay particular attention to issues related to diverse urban communities and the variety of health and social support needs and strengths demonstrated in such communities. Some of the topics covered include multidisciplinary theories of aging, physical and mental health promotion and disease prevention, chronic conditions, informal and formal caregiving, person centered and participant directed care, care transitions & service delivery systems, community engagement, palliative and end-of-life care, economic security, and elder justice. The ethical dilemmas inherent in gerontological social work will be covered throughout the semester.
Addiction can be difficult to understand. It is often thought of as simply the result of bad choices, subjecting its sufferers to blame and shame. Its consequences are severe and unintended and the road to recovery is rarely smooth. Most diseases reap love and support from family and friends. These connections provide a sense of future and hope while building the sufferer’s confidence in their ability to overcome the challenge. For those struggling with addiction, however, connection is supplanted by alienation, hope is lost, and an already fragile sense of self is further ravaged by shame and guilt. The work of recovery requires re-constructing a sense of self and finding meaning and purpose in one’s life. This course will examine the centrality of this process in sustained recovery. Themes of attachment, spirituality, and resilience will be explored as contexts for recovery.

SSW79802 - Soc Work & Lat Comm
Credits: 3
Soc Work & Lat Comm

STAT61451 - Regression and Anova
Credits: 3
Regression and Anova

STAT711452 - Data Analysis
Credits: 3
Data Analysis
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>STAT71500</td>
<td>Time Series Analysis</td>
<td>3</td>
<td>Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.</td>
</tr>
<tr>
<td>STAT71700</td>
<td>Multivariate Analysis</td>
<td>3</td>
<td>An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection pursuit.</td>
</tr>
<tr>
<td>STAT72200</td>
<td>Theory of Games</td>
<td>3</td>
<td>Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.</td>
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<tr>
<td>STAT72410</td>
<td>Intro Data Sci &amp; Machine Learn</td>
<td>3</td>
<td>Introduction to Data Science &amp; Machine Learning</td>
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<tr>
<td>STAT72451</td>
<td>Regression Analysis</td>
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<td>Regression Analysis</td>
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<tr>
<td>STAT72453</td>
<td>Statistical Computing</td>
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<tr>
<td>STAT72456</td>
<td>Statistical Learning</td>
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<td>STAT72550</td>
<td>Stochastic Simul</td>
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<td>STAT72552</td>
<td>Top: Time Series</td>
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<tr>
<td>STAT72554</td>
<td>Theo &amp; Mthd Stoc Opti</td>
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<tr>
<td>STAT72556</td>
<td>Adv Mach, Deep, NLP &amp; Graph Mo</td>
<td>3</td>
<td>Advanced Machine Learning, Deep Learning, NLP &amp; Graphical Models</td>
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<tr>
<td>STAT75100</td>
<td>Applied Biostatistics 2</td>
<td>3</td>
<td>A second course in statistics covering quantitative methods applicable in the life sciences. Topics include experimental design, life table analysis, ethical issues, survival analysis, logistic regression, and Cox regression.</td>
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<td>STAT75300</td>
<td>Analysis Longit Data</td>
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<td>Analysis Longit Data</td>
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<tr>
<td>STAT71600</td>
<td>Data Analysis</td>
<td>3</td>
<td>Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and resampling schemes; robust estimation; and robust regression methods.</td>
</tr>
<tr>
<td>STAT71800</td>
<td>Analysis of Variance</td>
<td>3</td>
<td>Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics include: one-, two- and manyway layouts; decomposition and partitioning of variance; fixed-, random-, and mixed-effects models; repeated measures; contrasts; multiple comparisons; and robust analogs.</td>
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<tr>
<td>STAT72450</td>
<td>Biostatistics</td>
<td>3</td>
<td>Biostatistics</td>
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<tr>
<td>STAT72452</td>
<td>Case Stud Appld Math</td>
<td>3</td>
<td>Case Stud Appld Math</td>
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<tr>
<td>STAT72455</td>
<td>Gene Expression Analysis</td>
<td>3</td>
<td>In bioinformatics, a sequence alignment is a way of arranging the sequences of DNA, RNA, or protein to identify regions of similarity that may be a consequence of functional, structural, or evolutionary relationships between the sequences. In turn, these relationships have consequence for new insights in medicine, epidemiology, psychology, sociology, and in the social sciences. Many observers have note the flood of new sequencing data every day means that analysis, let alone interpretation, of the data falls ever further behind. Statistical tools a major part of the solution to these issues. This course will cover: the processes by which the observations of a sequence made, the statistical methodology (multivariate analysis of binary data) by which significant sequences are identified; and the implications that follow from this identification.</td>
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<tr>
<td>STAT72500</td>
<td>Topics:Applied Math2</td>
<td>3</td>
<td>Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.</td>
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<tr>
<td>STAT72551</td>
<td>Experimental Design</td>
<td>3</td>
<td>Experimental Design</td>
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<tr>
<td>STAT72553</td>
<td>Sampling Theory</td>
<td>3</td>
<td>Sampling Theory</td>
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<tr>
<td>STAT72555</td>
<td>Non-Parametric Statistics</td>
<td>3</td>
<td>Topics in Applied Mathematics II: Special Topics in Non-Parametric Statistics</td>
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<tr>
<td>STAT72600</td>
<td>Sampling Theory</td>
<td>3</td>
<td>The techniques of modern sampling with applications to human population studies. Structured sampling designs. Unequal probability sampling. Efficient sampling. Accuracy, precision and the sources of bias. Longitudinal panel study design. The study of available Federal data bases relating to the health and welfare of US residents.</td>
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<tr>
<td>STAT75000</td>
<td>Applied Biostat 1</td>
<td>3</td>
<td>Applied Biostat 1</td>
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<tr>
<td>STAT75200</td>
<td>Analysis of Categorical Data</td>
<td>3</td>
<td>An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression, and log-linear models.</td>
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<td>STAT75400</td>
<td>Desg/Alys Cmplx Surv</td>
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<td>Desg/Alys Cmplx Surv</td>
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<tr>
<td>STAT75500</td>
<td>Survival Analysis</td>
<td>3</td>
<td>Mathematical theory and probabilistic tools for modeling and analyzing security markets. Pricing options in complete and incomplete markets, equivalent martingale measures, utility maximization, interest rate models.</td>
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<tr>
<td>STAT76200</td>
<td>Stochastic Methods in Finance</td>
<td>3</td>
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<tr>
<td>STAT76100</td>
<td>Adv Cnpts:Finan Mkts</td>
<td>3</td>
<td>This course covers intermediate statistical methods that are increasingly used in public health research. Topics include extensions of generalized linear models to correlated data (Generalized Estimating Equations and Generalized Linear Mixed Models) and application of instrumental variables to causal inference. Missing data imputation methods are also discussed. Focus on practical applications, utilizing statistical software.</td>
</tr>
<tr>
<td>STAT77000</td>
<td>Advanced Concepts in Financial Markets</td>
<td>3</td>
<td>The structure and purpose of visualization systems, including fully developed examples from statistics and applied mathematics. Final project using advanced analysis techniques required.</td>
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<tr>
<td>STAT788000</td>
<td>Adv Programming Tech</td>
<td>3</td>
<td></td>
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<tr>
<td>STAT78700</td>
<td>Sta Mod for Spa Data</td>
<td>3</td>
<td>Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.</td>
</tr>
<tr>
<td>STAT79100</td>
<td>Independent Study</td>
<td>1</td>
<td>Independent study in which a student selects a topic of interest to him or herself. The study is carried out under the direction of a faculty member.</td>
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<tr>
<td>STAT79200</td>
<td>Independent Study</td>
<td>2</td>
<td>Independent study in which a student selects a topic of interest to him or herself. The study is carried out under the direction of a faculty member.</td>
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<tr>
<td>STAT79300</td>
<td>Independent Study</td>
<td>3</td>
<td>Independent study in which a student selects a topic of interest to him or herself. The study is carried out under the direction of a faculty member.</td>
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<tr>
<td>THC70100</td>
<td>Research &amp; Bibliography</td>
<td>3</td>
<td>Introduction to theatre research, bibliography, and critical methodology.</td>
</tr>
<tr>
<td>THC70300</td>
<td>Dev Drama Struct 1</td>
<td>3</td>
<td>Analysis of dramatic structure of representative major plays of the Greek, Roman, Medieval, and Renaissance playwrights.</td>
</tr>
<tr>
<td>THC70500</td>
<td>Theatre in Society</td>
<td>3</td>
<td>Study of influence of social, philosophical, and religious concepts on content and form of modern theatre.</td>
</tr>
<tr>
<td>THC71001</td>
<td>Shakespeare’s Comedy</td>
<td>3</td>
<td>Shakespeare’s Comedy</td>
</tr>
<tr>
<td>THC71051</td>
<td>Genre:Tragedy</td>
<td>3</td>
<td>Genre:Tragedy</td>
</tr>
<tr>
<td>THC71054</td>
<td>ENG Lang Plays XX Century</td>
<td>3</td>
<td>English Language Plays 20th Century</td>
</tr>
<tr>
<td>THC71056</td>
<td>Contemporary Br Drma</td>
<td>3</td>
<td>Contemporary Br Drma</td>
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<tr>
<td>THC72001</td>
<td>Independent Research</td>
<td>1</td>
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<tr>
<td>THC72003</td>
<td>Independent Research</td>
<td>3</td>
<td>Independent Research</td>
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<tr>
<td>THC72020</td>
<td>Indep Research</td>
<td>2</td>
<td>Indep Research</td>
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<tr>
<td>THC72501</td>
<td>Devised Theatre</td>
<td>3</td>
<td>Devised Theatre</td>
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<tr>
<td>THC72522</td>
<td>Staging History</td>
<td>3</td>
<td>Staging History</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Summary</td>
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<tr>
<td>THC72550</td>
<td>Special Problems</td>
<td>3</td>
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<td>THC72551</td>
<td>20th Cen German Thea</td>
<td>3</td>
<td>20th Cen German Thea</td>
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<tr>
<td>THC72552</td>
<td>Ancient Theatre</td>
<td>3</td>
<td>Ancient Theatre</td>
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<tr>
<td>THC72553</td>
<td>NY Theatre from 1945</td>
<td>3</td>
<td>NY Theatre from 1945</td>
</tr>
<tr>
<td>THC72554</td>
<td>Popular Entertainmnt</td>
<td>3</td>
<td>Crea Dram Lead Sp Gr</td>
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<tr>
<td>THC72555</td>
<td>Critics on Criticism</td>
<td>3</td>
<td>Critics on Criticism</td>
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<tr>
<td>THC72556</td>
<td>NY Theatre Experience</td>
<td>3</td>
<td>NY Theatre Experience</td>
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<tr>
<td>THC72557</td>
<td>20 C Ensemble Theatre:American</td>
<td>3</td>
<td>An examination of the evolution of the modern American ensemble theatre from the early twentieth century through the present, paying particular attention to developments in ensemble acting style and training, the creation of ensemble works, the emergence of the master artist/director, and concomitant developments in stagecraft and playwrighting.</td>
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<tr>
<td>THC72558</td>
<td>Shakespeare Trg Mode</td>
<td>3</td>
<td>Shakespeare Trg Mode</td>
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<tr>
<td>THC72559</td>
<td>Symbolism</td>
<td>3</td>
<td>Symbolism</td>
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<tr>
<td>THC72560</td>
<td>Clur Sem:Critics</td>
<td>3</td>
<td>C.D. Leadership Tech</td>
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<tr>
<td>THC72561</td>
<td>Experimental US Theatre</td>
<td>3</td>
<td>Experimental US Theatre</td>
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<tr>
<td>THC72562</td>
<td>Identity in Crisis</td>
<td>3</td>
<td>Tpc:Wmn in Ydsh Thea</td>
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<tr>
<td>THC72563</td>
<td>NY Theatre Experience</td>
<td>3</td>
<td>Tpc:Wmn in Ydsh Thea</td>
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<tr>
<td>THC72564</td>
<td>Special Topics</td>
<td>3</td>
<td>Special Topics</td>
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<tr>
<td>THC72565</td>
<td>Theatre Conflict Resolution</td>
<td>3</td>
<td>Theatre Conflict Resolution</td>
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<tr>
<td>THC72566</td>
<td>Theater and Religion</td>
<td>3</td>
<td>Theater and Religion</td>
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<tr>
<td>THC72567</td>
<td>Stanislasky &amp; After</td>
<td>3</td>
<td>Stanislasky &amp; After</td>
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<tr>
<td>THC72568</td>
<td>Women Hist Amer Thea</td>
<td>3</td>
<td>Women Hist Amer Thea</td>
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<tr>
<td>THC72569</td>
<td>Adaption/Thea &amp; Film</td>
<td>3</td>
<td>Adaption/Thea &amp; Film</td>
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<tr>
<td>THC72570</td>
<td>Alternative Perfrnce</td>
<td>3</td>
<td>Alternative Perfrnce</td>
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<tr>
<td>THC72571</td>
<td>Stage Direct &amp; Limits</td>
<td>3</td>
<td>Stage Direct &amp; Limits</td>
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<tr>
<td>THC72572</td>
<td>Perf Beyond the Humm</td>
<td>3</td>
<td>Perf Beyond the Humm</td>
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<tr>
<td>THC72573</td>
<td>Theatre &amp; Film</td>
<td>3</td>
<td>Theatre &amp; Film</td>
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<tr>
<td>THC72574</td>
<td>Theatre and Religion</td>
<td>3</td>
<td>Theatre and Religion</td>
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<tr>
<td>THC72575</td>
<td>Stanislasky &amp; After</td>
<td>3</td>
<td>Stanislasky &amp; After</td>
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<tr>
<td>THC72576</td>
<td>Women Hist Amer Thea</td>
<td>3</td>
<td>Women Hist Amer Thea</td>
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<td>THC72577</td>
<td>Documentary Theatre</td>
<td>3</td>
<td>Documentary Theatre</td>
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<tr>
<td>THC72578</td>
<td>Theatre &amp; Film</td>
<td>3</td>
<td>Theatre &amp; Film</td>
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<tr>
<td>THC72579</td>
<td>Alternative Perfrnce</td>
<td>3</td>
<td>Alternative Perfrnce</td>
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<tr>
<td>THC72580</td>
<td>Stage Direct &amp; Limits</td>
<td>3</td>
<td>Stage Direct &amp; Limits</td>
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<tr>
<td>THC72581</td>
<td>40 Years of Experiment</td>
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<td>40 Years of Experiment</td>
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<td>THC72582</td>
<td>20th C Acting Traing</td>
<td>3</td>
<td>20th C Acting Traing</td>
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<tr>
<td>THC72583</td>
<td>Law &amp; American Drama</td>
<td>3</td>
<td>Law &amp; American Drama</td>
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<tr>
<td>THC72584</td>
<td>Theatre &amp; Middle East</td>
<td>3</td>
<td>Theatre &amp; Middle East</td>
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<td>THC72585</td>
<td>Theatre &amp; Middle East</td>
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<tr>
<td>THC72586</td>
<td>Theatre &amp; Middle East</td>
<td>3</td>
<td>Theatre &amp; Middle East</td>
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</table>

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THC72589 - Dramaturgical Imp:Qstng Spirit
Credits: 3
What is the Dramaturgical Impulse? The Questioning Spirit? In this course the student will encounter the Dramaturgical Impulse or the investigation of the creative process in many forms leading to the idea of the questioning spirit not only for Dramaturgs but for all artists as well. In exploring and answering the questions above, the students will concentrate on the following topics: the origins of the brief survey of the dramaturgical profession; the collaborative dramaturgical impulse, contemporary dramaturgical paradigms, the dramaturg and the artist's questioning spirit and the creative process; new play dramaturgy and diverse approaches to the creation of stage texts; research as a creative tool and the conducting of dramaturgical research; the creation of a production casebook; the documentation of the artistic process on a production; the reading, analysis and evaluation of new plays for the stage; and contemporary new play issues and dramaturgical challenges. But while the students will explore these questions in a theatrical context they will also investigate generative and narrative impulses vital to creative explorations of other art forms and disciplines as well offering alternative ways of looking at the artistic creative process.

THC72591 - Euripides
Credits: 3
Euripides

THC72593 - Asian - American Theater
Credits: 3
Asian - American Theater

THC72595 - Reading Drama for Craft
Credits: 3
Study of selected plays from the world repertory for practicing playwrights. Course open to/appropriate for both MFA and MA students.

THC73051 - Clrmn Sem:Crit on Cr
Credits: 3
Clrmn Sem:Crit on Cr

THC73055 - Cl Sem Wagner & Brecht
Credits: 3
Cl Sem Wagner & Brecht

THC73057 - Pirandello & Brecht
Credits: 3
Pirandello & Brecht

THC73100 - MFA-Playwriting 1
Credits: 3
This course is designed for experienced playwrights. Students will complete a ten-minute play including three rewrites and a one-act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester. Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

THC73300 - MFA Playwriting 3: Adaptation
Credits: 3
MFA Playwriting 3: Adaptation

THC73500 - MFA Production Workshop I
Credits: 3
MFA Production Workshop I

THC75100 - History of Theatre I
Credits: 3
Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

THC75300 - History of American Theatre
Credits: 3
Theatre in the United States from Colonial times to present, with emphasis on its importance as a social and cultural force.

THC75500 - Visual Elements of Theatre I
Credits: 3
Study and practice of director's and playwright's conceptual approach to visual requirements of plays.

THC75800 - Asian Performance
Credits: 3
Study of traditional performance genres in India, China, Japan and Southeast Asia.

THC76002 - Tectonic Theatre Project
Credits: 3
Tectonic Theatre Project

THC72590 - Law & American Drama
Credits: 3
Law & American Drama

THC72592 - Brit Thea Sem WW2
Credits: 3
Brit Thea Sem WW2

THC72594 - Israeli&Palestinian Theatre Pf
Credits: 3
Israeli and Palestinian Theatre Performance

THC73000 - Harold Clurman Seminar Theatre
Credits: 3
A seminar named in honor of Harold Clurman that features guest artists from the professional theatre discussing various aspects of theatre.

THC73053 - Clrmn Sem Pird & Beck
Credits: 3
Clrmn Sem Pird & Beck

THC73056 - Clrmn Sem Grp Thea
Credits: 3
Clrmn Sem Grp Thea

THC73058 - Brecht & Artaud
Credits: 3
Brecht & Artaud

THC73200 - MFA Playwriting 2
Credits: 3
This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

THC73400 - MFA Playwriting 4
Credits: 3
MFA Playwriting 4: Final Script for Production

THC73600 - MFA Production Workshop 2
Credits: 3
MFA Production Workshop 2

THC75200 - History of Theatre II
Credits: 3
Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

THC75400 - Cont Styles: Perform
Credits: 3
Theories in style and method of dramatic production.

THC75600 - Visual Elements of Theatre 2
Credits: 3
Study and practice of scene and lighting design with special emphasis on their value to the director as important tools of interpretation. Prereq: THC 755

THC76000 - Stud in Theatre History & Prod
Credits: 3
Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance. May be repeated for credit.

THC76003 - Shakespeare Workshop
Credits: 3
Shakespeare Workshop
THC76004 - Performing Spaces
Credits: 3
Performing Spaces

THC76006 - Theater and Urban Space
Credits: 3
Theater and Urban Space

THC76017 - Devising Sex: Inventing Lulu
Credits: 3
Devising Sex: Inventing Lulu

THC76019 - Embodying Shakespeare
Credits: 3
Embodying Shakespeare

THC76030 - How Actors Read Plays
Credits: 3
How Actors Read Plays

THC76051 - Stud: Stanislavsky
Credits: 3
Stud: Stanislavsky

THC76053 - Stud: Amer Plays
Credits: 3
Stud: Amer Plays

THC76055 - Hist of the Director
Credits: 3
Hist of the Director

THC76057 - Faust: Text, Bkgd, Trad
Credits: 3
Faust: Text, Bkgd, Trad

THC76059 - Great Musicals
Credits: 3
Great Musicals

THC76061 - Elizthn & Jacob Acting
Credits: 3
Elizthn & Jacob Acting

THC76062 - 20th CTheatrcl Design
Credits: 3
20th CTheatrcl Design

THC76065 - African-American Theatre
Credits: 3
African-American Theatre

THC76067 - Amer Realism 1900-50
Credits: 3
Amer Realism 1900-50

THC76069 - Ancient Greek Drama
Credits: 3
Ancient Greek Drama

THC76071 - Playmaking Workshop
Credits: 3
Playmaking Workshop

THC76073 - Classics: Production
Credits: 3
Classics: Production

THC76075 - Perf the Indiv&Comm
Credits: 3
Perf the Indiv&Comm

THC76077 - History of Opera
Credits: 3
History of Opera

THC76079 - Intercultural Performance
Credits: 3
Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance.

THC76081 - Theatre and Social Change
Credits: 3
Theatre and Social Change

THC76083 - Chinese Theatre
Credits: 3
Chinese Theatre: History, Literature and Performance

THC76100 - Dramtrgy Res & Cs Stud
Credits: 3
Consideration of general problems of production research, including its application in rehearsal. Specific examples will be analyzed. 45 hrs., plus hrs. to be arranged, 3 cr

THC76005 - The Lulu Project
Credits: 3
The Lulu Project

THC76007 - The O'Neill Project
Credits: 3
The O'Neill Project

THC76018 - Directing 1
Credits: 3
Directing 1

THC76028 - Advanced Acting Workshop
Credits: 3
Advanced Acting Workshop

THC76050 - Stud: Prod & Directing
Credits: 3
Stud: Prod & Directing

THC76052 - Stud: Mime & Masks
Credits: 3
Stud: Mime & Masks

THC76054 - Asian Theatre
Credits: 3
Asian Theatre

THC76056 - Physical Character
Credits: 3
Physical Character

THC76058 - Sex & Ident Mod Thea
Credits: 3
Sex & Ident Mod Thea

THC76060 - NY Thea Architecture
Credits: 3
NY Thea Architecture

THC76062 - Th Hist & Prod Solo Per
Credits: 3
Th Hist & Prod Solo Per

THC76064 - Theatre of Protest
Credits: 3
Theatre of Protest

THC76066 - Span Thea in Perfmrn
Credits: 3
Span Thea in Perfmrn

THC76068 - Acting: Non-Realism
Credits: 3
Acting: Non-Realism

THC76070 - Acting: Period Drama
Credits: 3
Acting: Period Drama

THC76072 - Puppetry: Perf Objts
Credits: 3
Puppetry: Perf Objts

THC76074 - Beckett & His Heritage
Credits: 3
Beckett & His Heritage

THC76076 - Latin American Thea
Credits: 3
Latin American Thea

THC76078 - Hamlet: Txt, Crit & Perf
Credits: 3
Hamlet: Txt, Crit & Perf

THC76080 - Rism 20C Amer Dr & Thea
Credits: 3
Realism in 20th Century American Drama and Theatre

THC76082 - Shakespeare in America
Credits: 3
Shakespeare in America

THC76084 - Special Topics: Producing
Credits: 3
Special Topics: Producing

THC76200 - History of Directing
Credits: 3
Seminar on the history of the directing profession, with emphasis on innovative 19th- and 20th-century artists. 45 hrs., 3 cr
Hunter College

THC76500 - Dramaturgy Practicum
Credits: 3
Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member. May be repeated twice for credit. Prereq: THC 763, 762, 763, or perm instr Hrs to be arranged, 3 cr

THC77200 - Hist/Theory & Criticism
Credits: 3
Hist:Theory & Criticism

THC77700 - Theatre for Youth
Credits: 3
Theatre for Youth

THC78000 - Drama for Therapeutic Uses
Credits: 3
Drama for Therapeutic Uses

THC78500 - Theories and Styles of Acting
Credits: 3
Intensive study in theories and techniques of acting, with emphasis on historical and modern styles. 45 hrs, 3 cr

THC79000 - Play Analysis
Credits: 3
Study of structural elements of play essential to playwright and director.

THC79200 - Special Problems in Directing
Credits: 3
Interrelation of director and playwright through project work on original scripts. Prereq: THC 791 45 hrs, 3 cr

THC79400 - Playwriting 2
Credits: 3
Writing and criticism of original material with emphasis on full-length form. Prereq: THC 793 45 hrs, 3

THC79600 - Film Writing
Credits: 3
Study of problems of writing for film. Students are required to prepare original scripts for class critique. 45 hrs, 3 cr

THC79900 - Master's Essay
Credits: 3
Individual research under supervision, leading to master's essay or equivalent.

THC77100 - Theatre in Society
Credits: 3
Theatre in Society

THC77400 - Advanced Directing
Credits: 3
Study of problems in play direction, with practice in presentation of scenes and plays.

THC79000 - Playwriting I
Credits: 3
Study of techniques of playwriting based on student’s own work with special emphasis on scenes and one-act form. 45 hrs, 3 cr

THC79500 - Sem:Playwrtng&Dirctg
Credits: 3
Designed for playwrights at work on new scripts and for directors desirous of staging original material. May be repeated for credit. Prereq: THC 794 or 792 45 hrs, 3 cr

THC79900 - Master’s Essay
Credits: 3
Individual research under supervision, leading to master’s essay or equivalent.

THC77200 - Creative Dramatics
Credits: 3
Creative Dramatics

THC77800 - Sociodrama
Credits: 3
Sociodrama

THC77900 - Drama:Therapeu Uses
Credits: 3
Drama for Therapeutic Uses

THC78000 - Drama:Therapeu Uses
Credits: 3
Sociodrama/ Creative Dramatics

THC78100 - Dramaturgy Practicum
Credits: 3
Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member. May be repeated twice for credit. Prereq: THC 763, 762, 763, or perm instr Hrs to be arranged, 3 cr

THC78200 - Legal and Business Translation
Credits: 3
Legal translation provides students with insight into professional translation in a globalized world where individuals, businesses, institutions, government and non-government agencies and organizations require quality legal translation. The course applies techniques and problem-solving strategies to translating texts in the legal and business sectors.

THC78300 - Localization & Terminology Mgt
Credits: 3
The term localization describes the process of adapting software products as well as websites and services to international markets where languages other than English are used. This course explores the key concepts of globalization, internationalization, localization and translation and guides students to discern what is allowable, impactful, or simply necessary, both from a technical (linguistic), and a cultural (affective) perspective.

THC78500 - Theories and Styles of Acting
Credits: 3
Intensive study in theories and techniques of acting, with emphasis on historical and modern styles. 45 hrs, 3 cr

THC79000 - Play Analysis
Credits: 3
Study of structural elements of play essential to playwright and director.

THC79200 - Special Problems in Directing
Credits: 3
Interrelation of director and playwright through project work on original scripts. Prereq: THC 791 45 hrs, 3 cr

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Credits: 3
Study of problems of writing for film. Students are required to prepare original scripts for class critique. 45 hrs, 3 cr

THC79900 - Master's Essay
Credits: 3
Individual research under supervision, leading to master's essay or equivalent.

THC77200 - Creative Dramatics
Credits: 3
Creative Dramatics

THC77800 - Sociodrama
Credits: 3
Sociodrama

THC77900 - Drama:Therapeu Uses
Credits: 3
Drama for Therapeutic Uses

THC78000 - Drama:Therapeu Uses
Credits: 3
Sociodrama/ Creative Dramatics

THC78100 - Dramaturgy Practicum
Credits: 3
Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member. May be repeated twice for credit. Prereq: THC 763, 762, 763, or perm instr Hrs to be arranged, 3 cr

THC78200 - Legal and Business Translation
Credits: 3
Legal translation provides students with insight into professional translation in a globalized world where individuals, businesses, institutions, government and non-government agencies and organizations require quality legal translation. The course applies techniques and problem-solving strategies to translating texts in the legal and business sectors.

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The term localization describes the process of adapting software products as well as websites and services to international markets where languages other than English are used. This course explores the key concepts of globalization, internationalization, localization and translation and guides students to discern what is allowable, impactful, or simply necessary, both from a technical (linguistic), and a cultural (affective) perspective.
TRNC76200 - Chinese-English Simultaneous
Credits: 3
The course is designed to introduce the principles and techniques of simultaneous interpreting between Chinese (Mandarin) and English, with a view to equip students with the knowledge, skills and mental acumen needed to be successful professional interpreters. Students will delve into a variety of political, economic, social, scientific and technological texts and recorded audio materials to practice interpreting in the key communicative settings such as training presentations, international conferences, and diplomatic encounters.

TRN77600 - Translation in New Media
Credits: 3
This course introduces students to the commercial demands and the technologies and tools needed to cope with what’s loosely defined as translation of “new media,” i.e. non-traditional media that has become dominant in the digital environment, including video games, mobile apps, video clips, and so on. The objective is to prepare students to work multimodally (with visual, audio, and orthographic materials) in order to render translation of digitalized content.

TRN79000 - Ind Study: Research Topics
Credits: 3
This course is an independent study project under the direction of a faculty member and may only be taken once. The student may (1) identify a specific industry (client) sector and produce a translation and/or localization project based on a substantive relevant source/text or media content, along with a justification paper reflecting on the work process and approaches implemented and the real-world relevance of the project, or (2) the student may develop a theoretical research topic formulated around evolving debates on translation processes and modalities, and/or the current socio-cultural issues involved in the business of translation and/or localization around the world. This course requires pre-approval of the program before enrollment.

TRN79900 - Internship Transl & Interpret
Credits: 3
Based on the principles of experiential and reflexive learning, this course provides students with the opportunity to put in practice the skills and knowledge gained from the program by serving an internship in a professional environment. Complementing the student’s work experience, the course will survey the various work models employed in the language services industry and address the key organizational behavioral and labor relations issues that pertain to an array of positions in translation, localization, and interpreting.

TRNC77600 - Translation Commercial Affairs
Credits: 3
This course concerns the practice of Chinese to English translation within the broad scope of commercial affairs as they pertain to fundamental industry sectors such as real estate, tourism and hospitality, banking, retail manufacturing, catering, etc. Students will practice translation on behalf of a range of corporate clients and public oversight bodies such as the consumer protection bureau, the stock exchange commission, the housing or transportation authorities, health and hygiene departments, and other agencies. While translating trade-specific and highly contextualized matters (catering to particular consumer demographics), students will be trained in functional, dynamic approaches in translation.

TRNC76500 - Chi-Eng Sight Tran & Cons Int
Credits: 3
This course introduces students to the commercial demands and the technologies and tools needed to cope with what’s loosely defined as translation of “new media,” i.e. non-traditional media that has become dominant in the digital environment, including video games, mobile apps, video clips, and so on. The objective is to prepare students to work multimodally (with visual, audio, and orthographic materials) in order to render translation of digitalized content.

TRN75400 - Arabic-English Translation
Credits: 3
This course prepares students for Arabic-to-English translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

TRN75100 - Mkt Srt & Persp Chi-En Transl
Credits: 3
This course offers a critical perspective on opportunities and challenges for the entry level Chinese-English translator/interpreter today. It addresses translation as a business and translators as individuals who engage in a wide array of “conversations” in a competitive marketplace— with different agencies, organizations, and institutions. Students will examine the evolution of what is called “professional” (as opposed to literary or community) translation, and the specificity of freelance or start-up work as opposed to landing full-time positions in corporations of different scales, from the boutique agencies to the multinational LSPs (language service providers). While learning to strategize work opportunities and to market their skills, students will contemplate larger issues of social purpose and sustainability of the translator, the role of the translators/interpreter in corporate social responsibility, soft-power economics, climate change, and other social justice and humanitarian concerns.

TRNC75500 - Translation New Media
Credits: 3
This course introduces students to the commercial demands and the technologies and tools needed to cope with what’s loosely defined as translation of “new media,” i.e. non-traditional media that has become dominant in the digital environment, including video games, mobile apps, video clips, and so on. The objective is to prepare students to work multimodally (with visual, audio, and orthographic materials) in order to render translation of digitalized content.

TRNC75300 - Arabic-English Translation
Credits: 3
This course prepares students for Arabic-to-English translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

TRN75100 - Compara Russ-Engl Gram Contxt
Credits: 3
The course prepares students for successful graduate work in Russian<>English translation and interpretation by strengthening their knowledge of grammar, emphasizing the comparative grammatical, lexical, syntactic and semantic aspects of the two languages, as well as providing cultural context and vocabulary practice.
TRNR76300 - Russian-Engl Literary Transl
Credits: 3
This course provides a broad introduction to Russian-English (bidirectional) interpreting in a variety of public, community, and business settings, with emphasis on sight translation (oral rendition of written texts) as a fundamental part of the process. Students will engage in role-play exercises (simulating realworld interactions) and hone specific skill sets and strategies cumulatively, at increasing levels of complexity. Students will practice and reflect on consecutive interpreting as a multifaceted process broken into performance-based components including note-taking, listening, voice production, the use of verbal and non-verbal cues, memory training, and paralinguistic applications. The course will survey the role of interpreters in healthcare, public education, criminal justice, and the court system.

TRNR76200 - Russ-Engl Simultaneous Interpr
Credits: 3
The course introduces students to the foundational practice of simultaneous interpreting including chunking, shift, and deverbalization through exercises in sight translation, short-term memory and note-taking; students will learn the use of relevant technology and hone research and glossary-building skills under time pressure. The course is offered in Russian and English.

TRNS75500 - Enlg-Span Revis & Edit Transl
Credits: 3
In this course students will acquire the skills necessary to provide professional-level bilingual/monolingual review, revising and editing of texts – services increasingly in demand within the translation market and in the field of publishing. The course introduces key terminology, skills, as well as ethics of work in this field.

TRNS76200 - Spanish-English Simultaneous Interpr
Credits: 3
Interpreting and CMI and build a personal portfolio comprising a glossary of medical terms, a medical interpreter journal, and audio work samples. Students receive a thorough grounding in medical terminology, the healthcare interpreter’s code of ethics, and the rights and responsibilities pertaining to patient-provider relations. As part of the course work, students will receive training in simulated interpreting exams modelled after the Certification Commission for Healthcare Interpreters (CCHI) and the National Board Certificate in Medical Interpreting and CMI and build a personal portfolio comprising a glossary of medical terms, a medical interpreter journal, and audio work samples.

TRNS75600 - Span-Eng Medical Interpreting
Credits: 3
A course that introduces students to the foundational practice of simultaneous interpreting including chunking, shift, and deverbalization through exercises in sight translation, short-term memory and note-taking; students will learn the use of relevant technology and hone research and glossary-building skills under time pressure. The course is offered in Spanish and English.

TRNS75400 - English to Russian Translation
Credits: 3
The course prepares students for English-Russian translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

TRNS75300 - Russian to English Translation
Credits: 3
This course provides a broad introduction to Russian-English (bidirectional) interpreting in a variety of public, community, and business settings, with emphasis on sight translation (oral rendition of written texts) as a fundamental part of the process. Students will engage in role-play exercises (simulating realworld interactions) and hone specific skill sets and strategies cumulatively, at increasing levels of complexity. Students will practice and reflect on consecutive interpreting as a multifaceted process broken into performance-based components including note-taking, listening, voice production, the use of verbal and non-verbal cues, memory training, and paralinguistic applications. The course will survey the role of interpreters in healthcare, public education, criminal justice, and the court system.

TRNR75400 - English to Spanish Translation
Credits: 3
This course will compare and contrast English and Spanish grammar and stylistics within their historical context and their evolution to modern times. These grammatical concepts will serve as the means for applying practical solutions to language-transfer challenges in translation exercises. Students will also be guided to understand and use the fundamental concepts of stylistics and their implication for the study and practice of translation.

TRNS75200 - Compara Enlg-Span Gram Stylist
Credits: 3
This course will compare and contrast English and Spanish grammar and stylistics within their historical context and their evolution to modern times. These grammatical concepts will serve as the means for applying practical solutions to language-transfer challenges in translation exercises. Students will also be guided to understand and use the fundamental concepts of stylistics and their implication for the study and practice of translation.

TRNS75100 - Span-Eng Sight Transl & Cons
Credits: 3
This course provides a broad introduction to Spanish-English (bidirectional) interpreting in a variety of public, community, and business settings, with emphasis on sight translation (oral rendition of written texts) as a fundamental part of the process. Students will engage in role-play exercises (simulating realworld interactions) and hone specific skill sets and strategies cumulatively, at increasing levels of complexity. Students will practice and reflect on consecutive interpreting as a multifaceted process broken into performance-based components including note-taking, listening, voice production, the use of verbal and non-verbal cues, memory training, and paralinguistic applications. The course will survey the role of interpreters in healthcare, public education, criminal justice, and the court system.

TRNR76200 - Russ-Engl Simultaneous Interpr
Credits: 3
The course introduces students to the foundational practice of simultaneous interpreting including chunking, shift, and deverbalization through exercises in sight translation, short-term memory and note-taking; students will learn the use of relevant technology and hone research and glossary-building skills under time pressure. The course is offered in Russian and English.

TRNS75400 - English to Russian Translation
Credits: 3
The course prepares students for English-Russian translation of texts in various professional fields, teaches key translation approaches and strategies, and introduces students to computer-assisted technologies in the translation field.

TRNR76200 - Russ-Engl Simultaneous Interpr
Credits: 3
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TRNS75100 - Span-Eng Sight Transl & Cons
Credits: 3
This course provides a broad introduction to Spanish-English (bidirectional) interpreting in a variety of public, community, and business settings, with emphasis on sight translation (oral rendition of written texts) as a fundamental part of the process. Students will engage in role-play exercises (simulating realworld interactions) and hone specific skill sets and strategies cumulatively, at increasing levels of complexity. Students will practice and reflect on consecutive interpreting as a multifaceted process broken into performance-based components including note-taking, listening, voice production, the use of verbal and non-verbal cues, memory training, and paralinguistic applications. The course will survey the role of interpreters in healthcare, public education, criminal justice, and the court system.

TRNR75400 - English to Spanish Translation
Credits: 3
This course will compare and contrast English and Spanish grammar and stylistics within their historical context and their evolution to modern times. These grammatical concepts will serve as the means for applying practical solutions to language-transfer challenges in translation exercises. Students will also be guided to understand and use the fundamental concepts of stylistics and their implication for the study and practice of translation.

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TRNS75400 - English to Russian Translation
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URBG70200 - Structure of the Urban Region
Credits: 3
Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

URBG70300 - Demos in Planning & Dev
Credits: 3
Survey of current demographic trends including national population growth, age distribution patterns and changes in household composition. Discussion of how patterns relate to planning practice.

URBG70600 - Int Policy Analysis
Credits: 3
Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

URBG71000 - Urban Data Analysis
Credits: 3
Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

URBG71300 - Intro Qual Res Meth
Credits: 3
Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

URBG71500 - Urban Data Analysis Workshop
Credits: 3
Urban Data Analysis Workshop

URBG71600 - Compu Appl Pln & Urban Affairs
Credits: 3
Review of computers and their roles in urban professions. Survey of spreadsheets, data bases and word-processing programs as well as simple programming, computer mapping and mainframe computers.

URBG71600 - Compu Appl Pln & U A
Credits: 3
Compu Appl Pln & U A

URBG71700 - Introduction to Housing
Credits: 3
Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

URBG71900 - Int Human Sttlmnts
Credits: 3
Review of habitats in urbanized world. Highlight of experience from Third World including squatting, slum upgrading, service delivery, new towns and settlement policies.

URBG72400 - Plan for Urb Eco Dev
Credits: 3
Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

URBG72500 - Comp Interntnl Planning
Credits: 3
Comparison of approaches to urban planning in developing nations with emphasis on large-scale project planning and management. Focus on development plan as tool for resource allocation and decision-making.

URBG72600 - Int Policy Analysis
Credits: 3
Examination of structural changes in American economy and the implications for public policy and planning.

URBG72900 - Int'l Human Sttlmnts
Credits: 3
Review of habitats in urbanized world. Highlight of experience from Third World including squatting, slum upgrading, service delivery, new towns and settlement policies.

URBG73100 - Intro Qual Res Meth
Credits: 3
Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

URBG73150 - Urban Data Analysis Workshop
Credits: 3
Urban Data Analysis Workshop

URBG73300 - Law Housing & Urb Dev
Credits: 3
Focus on legal aspects of key housing and community development policy. Examination of federal and state housing programs, landlord-tenant laws and rent controls.

URBG73700 - Planning Studio
Credits: 6
Students synthesize physical, social and economic elements of selected town or city to prepare multifunctional plan to guide development.

URBG73800 - Mgmt Ctl Non-Prof Or
Credits: 3
Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

URBG75000 - Social Planning and Policy
Credits: 3
Examination of major social problems facing urban planners. Review of social planning theories and methods.

URBG75100 - Educ Plan & Policies
Credits: 3
Review of structure and functioning of American educational systems with analysis of major policy issues confronting them today. Examination of questions of who is to be educated for what and at what period in life.

URBG75200 - Compu Appl Pln & Urban Affairs
Credits: 3
Review of computers and their roles in urban professions. Survey of spreadsheets, data bases and word-processing programs as well as simple programming, computer mapping and mainframe computers.

URBG75200 - Planning for Public Safety
Credits: 3
Planning for Public Safety
URBG75500 - Com Pln/Dev Imp Wksp
Credits: 3
Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

URBG75700 - Politics of Education
Credits: 3
Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

URBG76000 - Cities and Health
Credits: 3
The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

URBG77500 - Internship
Credits: 3
Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

URBG78000 - Independent Study
Credits: 3
Independent Study

URBG78200 - Independent Study
Credits: 3
Independent Study

URBG78700 - Internship
Credits: 3
Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

URBG78701 - Housing & Global City
Credits: 3
Housing & Global City

URBG78703 - The Everyday City
Credits: 3
The Everyday City

URBG78705 - Implement Social Politics
Credits: 3
Implement Social Politics

URBG78707 - Res on NYC Food Syst
Credits: 3
Res on NYC Food Syst

URBG78711 - Homeless Policy
Credits: 3
Homeless Policy

URBG78713 - Planning in NYC
Credits: 3
Planning in NYC

URBG75600 - Citz Part Plan & Dev
Credits: 3
Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-à-vis development professionals, governmental agencies and the private sector.

URBG75800 - Governing the City
Credits: 3
This graduate-level course is designed to provide students with an interdisciplinary overview of the factors that influence how cities are governed. This involves how institutions are structured and the ways that various individual and organizational actors interact with these institutions and each other to make policies that affect all people.

URBG76200 - Health Regulation
Credits: 3
Health Regulation

URBG76300 - Independent Study
Credits: 3
Independent Study

URBG76500 - Internship
Credits: 3
Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

URBG76700 - Independent Study
Credits: 3
Independent Study

URBG76800 - Independent Study
Credits: 3
Independent Study

URBG76900 - Independent Study
Credits: 3
Independent Study

URBG77000 - Independent Study
Credits: 3
Independent Study

URBG77100 - Independent Study
Credits: 3
Independent Study

URBG77200 - Independent Study
Credits: 3
Independent Study

URBG77300 - Independent Study
Credits: 3
Independent Study

URBG77400 - Independent Study
Credits: 3
Independent Study

URBG77500 - Independent Study
Credits: 3
Independent Study

URBG77600 - Independent Study
Credits: 3
Independent Study

URBG77700 - Independent Study
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URBG77800 - Independent Study
Credits: 3
Independent Study

URBG77900 - Independent Study
Credits: 3
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URBG78000 - Independent Study
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URBG78100 - Independent Study
Credits: 3
Independent Study

URBG78200 - Independent Study
Credits: 3
Independent Study

URBG78300 - Independent Study
Credits: 3
Independent Study

URBG78400 - Independent Study
Credits: 3
Independent Study

URBG78500 - Independent Study
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URBG78600 - Independent Study
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URBG78700 - Independent Study
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URBG78800 - Independent Study
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Independent Study

URBG78900 - Independent Study
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URBG79000 - Independent Study
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URBG79100 - Independent Study
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URBG79200 - Independent Study
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URBG79300 - Independent Study
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URBG79400 - Independent Study
Credits: 3
Independent Study

URBG79500 - Independent Study
Credits: 3
Independent Study

URBG79600 - Independent Study
Credits: 3
Independent Study

URBG79700 - Independent Study
Credits: 3
Independent Study

URBG79800 - Independent Study
Credits: 3
Independent Study

URBG79900 - Independent Study
Credits: 3
Independent Study
This graduate class will be a collaborative workshop that brings together Hunter College students from Urban Affairs & Planning and Integrated Media Arts to use media for community organizing and development aimed at improving the quality of local environments. Students will work in small groups to create short documentaries dealing with a particular New York City neighborhood and a critical social issue residents or business owners are facing in that community. The course will explore the role of media as an advocacy and/or community organizing tool, by asking what the role of documentary is in social change movements and what types of media actually help to create change. What audiences are targeted by these films? What do we want the impact of the film on these audiences to be? How can we create distribution strategies that allow the documentaries we make to actually give voice to underserved communities and contribute to humane and sustainable community development? We want to explore the use of varying styles of documentary to observe, document, inform, and impact audiences emotionally, intellectually and politically. Film as well as other media may be employed.
URBG78744 - Youth Policy
Credits: 3
Youth Policy

URBG78746 - Human Svcs. Delivery
Credits: 3
Human Svcs. Delivery

URBG78748 - Child Environment Health Pol
Credits: 3
Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy.*

URBG78750 - Invest Jrnlism on Pub Housing
Credits: 3
Investigative Journalism on Public Housing

URBG78752 - Cases in N.Y.C. Ping
Credits: 3
Cases in N.Y.C. Ping

URBG78754 - Wksph Pub Affairs & Media
Credits: 3
Workshop Public Affairs and Media

URBG78756 - Environment Plnnng
Credits: 3
Environment Plnnng

URBG78758 - Plg Comm Food Access
Credits: 3
Plg Comm Food Access

URBG78760 - Neighborh Pln Wkshp
Credits: 3
Neighborh Pln Wkshp

URBG78762 - Research on Inequality&Poverty
Credits: 3
Research on Inequality and Poverty

URBG78764 - Philanthropy and Grantsmanship
Credits: 3
Philanthropy and Grantsmanship

URBG78766 - Urb Internshp Seminar
Credits: 3
Urb Internshp Seminar

URBG78768 - Budget & Financial Management
Credits: 3
Budgeting and Financial Management

URBG78770 - Media,Community Adv.
Credits: 3
Media,Community Adv.

URBG78772 - Cities in Dev Countr
Credits: 3
Cities in Dev Countr

URBG78774 - Land Use Policy and Regulation
Credits: 3
Land Use Policy and Regulation

URBG78776 - Education, Politics & Race
Credits: 3
Education, Politics & Race

URBG78778 - Planning Black Communities NYC
Credits: 3
Black Space: Planning and Black Communities in New York City

URBG78785 - Rptg: Lcl Pol & Invstg
Credits: 3
Reporting: Local Policy & Investigative

URBG78787 - Urban Poverty
Credits: 3
Urban Poverty

URBG78745 - Current Iss Non-Prof
Credits: 3
Current Iss Non-Prof

URBG78747 - Community & Soc Advoc
Credits: 3
Community & Soc Advoc

URBG78749 - Plans, Policies, and Politics
Credits: 3
This course will deal with ideas and issues related to planning, policies and politics at this time in the history of the United States. The focus will be on institutions and processes involved in determining planning and policies for American society with attention to the manner in which the debate is framed and determined. Attention will be given to major ideas, issues and conflicts that dominate American society and how these issues are currently being debated. Issues of state and local state politics will be examined as well as national issues.

URBG78751 - Ping NY in Year 2000
Credits: 3
Ping NY in Year 2000

URBG78753 - Phys Pln Waterfront
Credits: 3
Phys Pln Waterfront

URBG78755 - Public Finance
Credits: 3
Public Finance

URBG78757 - Infrastrctr & St Pl
Credits: 3
Infrastrctr & St Pl

URBG78759 - Multi-Disciplinary Look at the South Bronx & Harlem
Credits: 3
Multi-Disciplinary Look at the South Bronx & Harlem

URBG78761 - Public Finance
Credits: 3
Public Finance

URBG78763 - Social Contexts of Education
Credits: 3
Social Contexts of Education

URBG7865 - Sstnbl Dev Ct & Sub
Credits: 3
Sstnbl Dev Ct & Sub

URBG7867 - Cities and Health
Credits: 3
Cities and Health

URBG7869 - Program Evaluation
Credits: 3
Program Evaluation

URBG7871 - Environmental Justice
Credits: 3
Environmental Justice

URBG7873 - Making a Difference:
Credits: 3
Selected topics such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy.

URBG7875 - Theater and Urban Space
Credits: 3
Theater and Urban Space

URBG7877 - The Mortgage Crisis
Credits: 3
The Mortgage Crisis

URBG78779 - NY Transport Policy & Planning
Credits: 3
NY Transport Policy & Planning

URBG7886 - Comprte Urb Germany
Credits: 3
Comprte Urb Germany

URBG7888 - Economic Development Workshop
Credits: 3
Economic Development Workshop
URBG78789 - Urban Policy and Politics  
Credits: 3  
Urban Policy and Politics

URBG78791 - Legal Frmwrk:Urb Dsg  
Credits: 3  
Legal Framework: Urban Design

URBG78793 - International Policy Transfer  
Credits: 3  
International Policy Transfer

URBG78796 - Immigration Policy  
Credits: 3  
Immigration Policy

URBG78798 - Sustainability & Environ  
Credits: 3  
Sustainability and Environment

Such as immigration policy; youth services, current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy.

URBG79000 - Urban Development Workshop I  
Credits: 6  
Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment and program evaluation techniques.

URBG79200 - Urban Affairs Capstone  
Credits: 3  
Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

URBP70100 - Hist&Theory Urb Plan  
Credits: 3  
The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

URBP70400 - Comp Intl Planning  
Credits: 3  
Comparative International Planning

URBP71100 - Planning Information  
Credits: 3  
Survey of public and private data bases available to planners focusing on traditional and nontraditional sources. Exploration of utilization and implications of data.

URBP71300 - Pin Mth Opt Dec Make  
Credits: 3  
Introduction to quantitative techniques for optimization and decision-making. Applications of techniques in planning contexts.

URBP71900 - Land use People & Envmt  
Credits: 3  
A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

URBP72100 - Law of Land use Regulation 2  
Credits: 3  
Focus on inclusionary and exclusionary zoning, growth management; aesthetics and historic preservation; transfer of development rights; regional and state planning and development control; and tax policies and land use control. Prereq: URBP7100

URBP72100 - Law of Land use Regulation 2  
Credits: 3  
Focus on inclusionary and exclusionary zoning, growth management; aesthetics and historic preservation; transfer of development rights; regional and state planning and development control; and tax policies and land use control. Prereq: URBP7100
URBP72300 - Introduction to Urban Design
Credits: 3
Analysis of three-dimensional urban space by studying methods of visual perception and notation; criteria for determining desirable spatial relationships; and means of implementing policies to achieve urban design goals.

URBP72500 - Infrastructure and Site Planning
Credits: 3

URBP72900 - Crime Violence & Public Safety
Credits: 3
Crime Violence & Public Safety

URBP73200 - Intro Transport Plan
Credits: 3
Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

URBP73400 - Environmental Planning
Credits: 3
Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

URBP73600 - Enrgy Plng&Policy Sem
Credits: 3
Introduction to conceptual and operational aspects of plans and policies promoting the efficient use of energy in urban communities. Review of national and global energy markets and appropriate responses in transportation, housing, land use and related areas.

URBP73800 - Planning Studio I
Credits: 3
Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city.

URBP74600 - Planning and Public Finance
Credits: 3
Planning and Public Finance

URBP75500 - Comm Dev & Implement
Credits: 3
Comm Dev & Implement

URBP75800 - Health Serv & Facil Sem
Credits: 3
Health Services and Facilities Seminar

URBP76200 - Comparative Planning Workshop
Credits: 3
Comparative Planning Workshop

URBP76500 - Health Planning Workshop
Credits: 3
Health Planning Workshop

URBP78100 - Independent Research
Credits: 3
Supervised study of topics of special interest to advanced students.

URBP78300 - Independent Research
Credits: 3
Independent Research Supervised Study of Topics of Special Interest to Advanced Students. Students M

URBP78500 - Independent Study
Credits: 3
Supervised study of topics of special interest to advanced students. Students may not take more than 3 credits of Independent Study per semester. 2 cr

URBP78701 - Plg Sustainable Cit
Credits: 3
Plg Sustainable Cit

URBP72400 - Urban Design Workshop
Credits: 3
Application of urban design concepts in studio setting to develop design solutions for typical physical planning problems. prereq: URBP 723 or permission of the instructor

URBP72600 - Site Planning Workshop
Credits: 3
Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, ‘cluster’ residential developments, and low-density commercial or institutional growth.

URBP73100 - Neighborhood Planning Workshop
Credits: 3
Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies. prereq: URBG 727 or permission of the instructor

URBP73300 - Trans Planning Meth & Models
Credits: 3
Review of variety of transportation planning tools including highway capacity calculations, transportation impact studies, models of trip generation, trip distribution, modal split and network assignments. Presentation of related microcomputer software. prereq: permission of the instructor

URBP73500 - Law of Environmental Planning
Credits: 3
Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in formulation and implementation of environmental public policy.

URBP73700 - Planning Studio
Credits: 6
Planning Studio

URBP73900 - Planning Studio 2
Credits: 3
Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city.

URBP74700 - Planning in the Budget Process
Credits: 3
Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

URBP75600 - Welfare Plng Seminar
Credits: 3
Welfare Plng Seminar

URBP76000 - Hlth Plan Policy Iss
Credits: 3
Health Planning and Policy Issues

URBP76300 - Comp Planning
Credits: 6
Comp Planning

URBP78000 - Independent Research
Credits: 3
Independent Research Supervised Study of Topics of Special Interest to Advanced Students.

URBP78200 - Independent Research
Credits: 3
Independent Research Supervised Study of Topics of Special Interest to Advanced Students. Students M

URBP78400 - Independent Study
Credits: 3
Supervised study of topics of special interest to advanced students. Students may not take more than 3 credits of Independent Study per semester. 1 cr

URBP78700 - Sel Top Urban Plan & Affairs
Credits: 3
Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy.

URBP78702 - Sust Watershed Mgmt
Credits: 3
Sust Watershed Mgmt
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<td>URBP78705</td>
<td>Freight Trans/Metro</td>
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<td>URBP78707</td>
<td>New Relationships</td>
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<td>URBP78709</td>
<td>Ping Sustnbl Comms</td>
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<td>Comp Ping Workshop 2</td>
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<td>URBP78713</td>
<td>GIS Applic: Comm Dev</td>
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<td>Immigration and Race</td>
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<td>Infrastructure and Environment</td>
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<td>Urban Spaces&amp;The Public Sphere</td>
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<td>Project Management</td>
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<td>Return to the City</td>
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<td>Gentrification: Roots &amp; Remed</td>
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<td>URBP7871M</td>
<td>GIS Urban Envir Analysis</td>
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<td>URBP7871P</td>
<td>Communications for Planners</td>
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<td>URBP7871R</td>
<td>Green Infrastr &amp; Waterfront</td>
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<td>URBP7871T</td>
<td>Preserving NYC Neighborhoods</td>
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<td>Urban Water: Supply &amp; Mgmt</td>
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<td>Theo &amp; Methods of Urban Design</td>
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<td>Regulation of the Urban Form</td>
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<td>Trans, Environ, &amp; Public Hlth</td>
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Hunter College

URBP78729 - Trans Pln:Meth & Mod
Credits: 3
Trans Plan:Meth & Mod

URBP7872C - Intro Geographic Info Sys
Credits: 3
Introduction to Geographic Information Systems (GIS)

URBP7872E - Urban Political Economy
Credits: 3
Urban Political Economy

URBP78731 - Plan Engry & Crisis
Credits: 3
Plan Energy & Crisis

URBP78733 - Soc Hist Evol: NYC Neigh
Credits: 3
Societal History Evolution: NYC Neighborhood

URBP78735 - Bdgtng & Finance:Nonpr
Credits: 3
Budgeting & Finance: Nonprofit

URBP78737 - Sustain, Grn Bldg, Hit
Credits: 3
Sustainable, Green Building, Health

URBP78739 - GIS - Urban Apps
Credits: 3
GIS - Urban Apps

URBP78741 - Pub Part & GIS Seminar
Credits: 3
Public Participation and GIS Seminar

URBP78743 - Security Planning
Credits: 3
Security Planning

URBP78745 - Landscape Pres Wksp
Credits: 3
Landscape Preservation Workshop

URBP78747 - People NY: Race and Space
Credits: 3
People of New York: Race and Space

URBP78749 - Green Infrastructure
Credits: 3
Green Infrastructure

URBP78755 - Community Planning:Prob to Proj
Credits: 3
Community Planning: From Problem to Project

URBP78759 - Ping Iss/Intgov Rel
Credits: 3
Ping Issues/Intergovernmental Relations

URBP78762 - Housing & Urb Dev Wkshp
Credits: 3
Housing and Urban Development Workshop

URBP78765 - Urb Public Budgeting
Credits: 3
Urban Public Budgeting

URBP78767 - Transport Pln Wkshp
Credits: 3
Transportation Planning Workshop

URBP78770 - Transportation Planning Wkshop
Credits: 3
Transportation Planning Workshop

URBP78772 - Intro Geo Info Sys
Credits: 3
Introduction to Geoinformatics

URBP78774 - Urban Spatial Theory
Credits: 3
Urban Spatial Theory

URBP78776 - Dev Cent Bsns Dist
Credits: 3
Development Center Business District

URBP78781 - Emerging Planning Issues
Credits: 3
Emerging Planning Issues

URBP78782A - Adv Geospatial Data Analysis
Credits: 3
Advanced Geospatial Data Analysis for Urban & Environmental Planning

URBP78782D - Public Space & Comm Particip
Credits: 3
Public Space and Community Participation

URBP78780 - Urban Plg After 9-11
Credits: 3
Urban Planning After 9-11

URBP78782 - Workshop in Urban Sustainability
Credits: 3
Workshop in Urban Sustainability

URBP78734 - Participatory GIS
Credits: 3
Participatory GIS

URBP78786 - Law and Education
Credits: 3
Law and Education

URBP78738 - Public Transit Planning
Credits: 3
Public Transit Planning

URBP78740 - Ecosys Urb Env Mgmnt
Credits: 3
Ecosystems Urban Environment Management

URBP78742 - Traffic Calming Wksp
Credits: 3
Traffic Calming Workshop

URBP78744 - Trans Planning Semnr
Credits: 3
Transportation Planning Seminar

URBP78746 - Sus Trans Planning
Credits: 3
Sustainable Transportation Planning

URBP78748 - Food Systems: Global and Local
Credits: 3
Food Systems: Global and Local

URBP78752 - Computer Applicatns
Credits: 3
Computer Applications

URBP78758 - Politics of Health
Credits: 3
Politics of Health

URBP78760 - Food Systems in Cuba
Credits: 3
Food Systems in Cuba

URBP78764 - ET: People and Place
Credits: 3
Environmental Theory: People and Place

URBP78766 - Ping for Elderly
Credits: 3
Parking for the Elderly

URBP78769 - Blueprint for Transit Development
Credits: 3
Blueprint for Transit Development

URBP78771 - Health Finance
Credits: 3
Health Finance

URBP78773 - Chng Ctxt Urb Plng
Credits: 3
Change Context Urban Planning

URBP78775 - Hlth Iss in Eco Pers
Credits: 3
Health Issues in Economic Poverty

URBP78777 - Hea Sys Wkshp/Implem
Credits: 3
Health Systems Workshop/Implementation

URBP78783 - Preserving the City
Credits: 3
Preserving the City
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<td>Eco Dvlpmnt Wkshop</td>
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<td>Cont Urb Crisis-Hist</td>
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<td>URPB78792</td>
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<td>Urban Economics</td>
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